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THE CLUB WOMAN'S  
HANDYBOOK  
OF PROGRAMS  
AND CLUB  
MANAGEMENT

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COMPILED BY  
KATE LOUISE ROBERTS

UC-NRLF



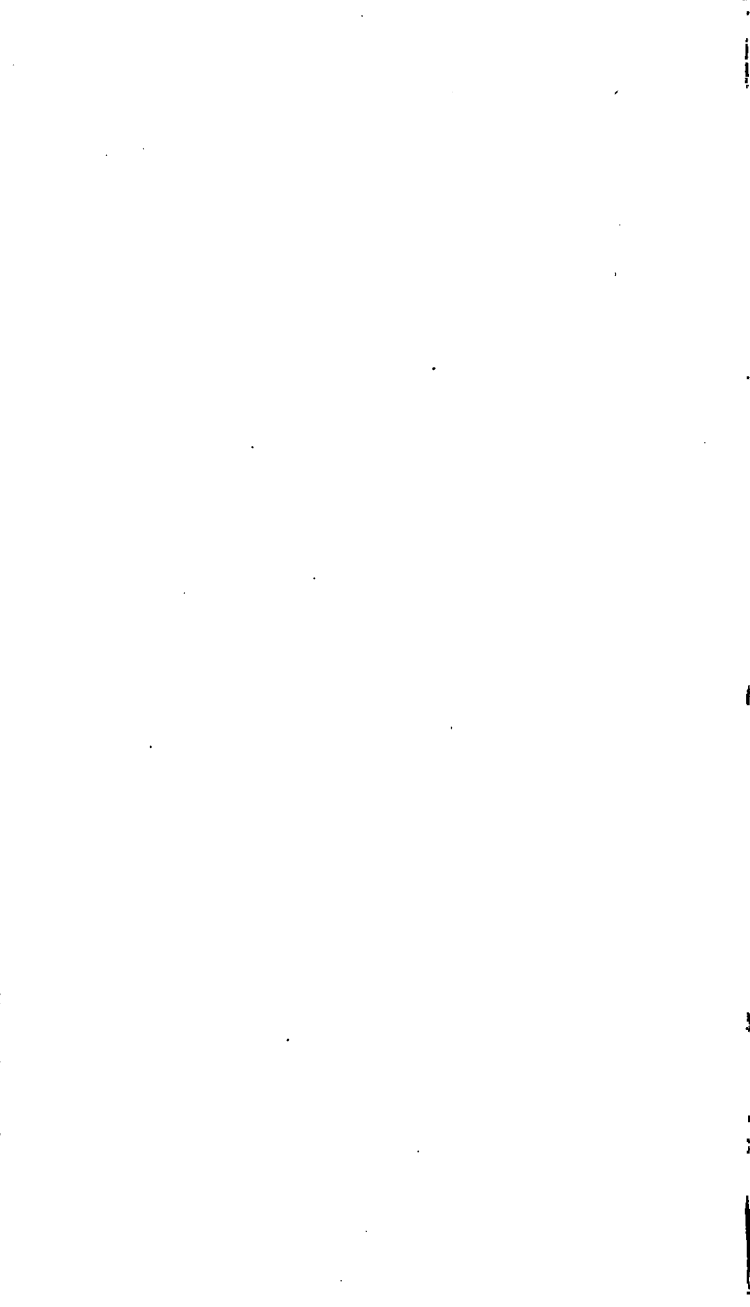
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**THE CLUB WOMAN'S  
HANDYBOOK OF PROGRAMS  
AND CLUB MANAGEMENT**



# **The Club Woman's Handybook of Programs and Club Management**

**COMPILED BY**

**KATE LOUISE ROBERTS**

**For many years in charge of Club Work in the Free Public Library,  
Newark, New Jersey.**



**NEW YORK AND LONDON  
FUNK & WAGNALLS COMPANY  
1914**



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TO THE  
LIBRARY OF THE  
BUREAU OF THE ARMY

## DEDICATION

**To John Cotton Dana:**

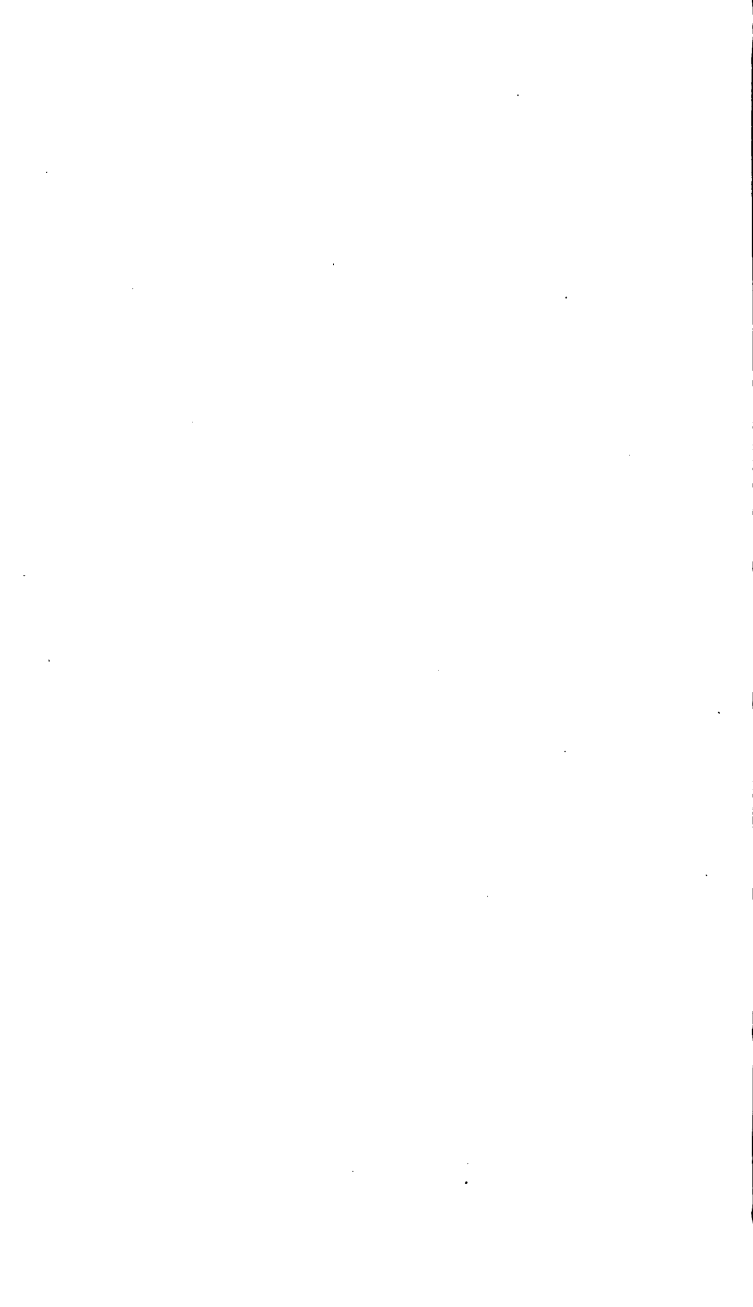
Whose liberal library policy has smoothed the path of the clubwomen.

**To the Clubwomen of New Jersey:**

To whom these programs owe their existence.

**To the Clubwomen of America:**

Whose good work promotes happiness, wholesome living and broad thinking throughout the land.



## PREFACE

*(To be read at least once in each club)*

The reason that club women take themselves so seriously is due possibly to the fact that on the threshold of our consciousness there lies a sense of the tremendous power that may come through club organizations, both to the women themselves and to the public. Men organize clubs in a matter-of-fact way, simply because they want clubs for some definite purpose, usually social or political, or for study of some special subject. But women take the matter differently. They form and join clubs because they seek and there get social contact with bright and energetic women who know and do things. This is a good and sufficient reason, even for habitual drones. It results in relief from housekeeping, from disciplining servants and children and from the narrow mental life which is the routine, everyday experience of the average woman. The social side of club life is to be highly commended and distinctly urged as desirable.

Why do clubs of women laboriously compile programs covering many fields of knowledge? There seem to be three good answers. First, to make up for arrears in culture and education; second, to keep abreast of the times; third, to accomplish practical reforms or help forward the world's work. The third purpose comes nearest fulfilment, because, even in the most superficial attempts at work, there is at least an interest stimulated or a sentiment aroused on public questions. This leads women to read the papers and magazines more freely and intelligently than before. Thus they become more ready for action when the time is ripe.

The second purpose also is easy of accomplishment. Even light skimming over the top of the times awakens interest if nothing more and may lead to deeper study on occasion because the germ of the idea is planted.

The first purpose is rarely ever accomplished in the average club. Culture is something deeper and more pervading than a mere knowledge of facts gleaned from the encyclopedic papers of other women, or from the occasional addresses of experts on the subjects. Again, there is little addition made to one's stock of knowledge or infor-

mation save when all the club members study the same subject, or at least when all read something on that topic. As a rule, no one studies or reads save those who deliver the papers. And then, too, the papers themselves bear witness that in general our ideals of culture and intelligence relate to things in the past, or far from home.

All over the country are clubs which have accomplished some of the above named purposes splendidly. Some towns owe every thing of civic beauty and cleanliness to the organized women among them. Schools, prisons, hospitals, pure water and clean streets, stand as tributes to women's work. This proves that the chief object of an organization like a woman's club should be, not meetings, but work between meetings. For this work meetings serve as instructors and guides. They round out periods of labor and start fresh labors.

Every organization like a woman's club should have on hand other things than a sheaf of mediocre compilations with which members seek to enlighten each other. Women are responsible units in society. They find time to visit and talk and they should find time for original work—investigation, studies, etc., etc.—and time at least to guide that work. Thus they might

bring forth good results in the way of facts, —historical, social and scientific.

Club women should see that their local libraries do better work for the community. They should work for a higher literary ideal in the town. They should encourage clubs and club members to work in connection with schools, libraries, churches and homes, for the dissemination of better juvenile literature. They should personally inspect the news-stands and book shops for harmful literature and insist on higher ideals in the daily press of their towns. Book reviewing should be encouraged. Reviews might be published in local papers under the auspices of the club.

Every woman who enlarges her field of knowledge, who acquires information and trains her taste and judgment, contributes to the general tone of the community. In many places the woman's club is the intellectual center for the lectures, reading, art and music of the place. But it must be admitted that the mass of club work is poorly done. It does not accomplish the results aimed at. There is waste of time and energy in the pursuit of reform, culture and learning, mainly because of poorly developed programs. Women are faced with an appalling list of topics and subjects

too big for the time allotted to them. There is an effort to cover too much ground at once. Subjects unrelated are brought together in the same session, thus distracting the sympathies and disturbing the mental currents toward a solution of the questions discussed. Generally members do not know definitely what they wish to study or how to study.

The General Federation of Women's Clubs, the state federations and the separate clubs have a hundred activities in process, but do not concentrate on one at the same time all over the country, so as to bring that one to an accomplishment.

In general, a wise recommendation would be to get acquainted with your environment in order to use it rationally and be as happy as possible in it. If conditions show that there is something wrong with you or your neighbors and your environment, study these conditions and try to remedy them, either for today or tomorrow. If you find that you will be happier in studying the art, literature or history of past times and distant lands, then have some definite line of study planned by an expert, read much and meet with others to talk it over. But do not be content to leave your Greek sculpture and architecture in Greece. Bring it home and



make something of it that relates to the here and the now. Take fewer subjects, or, treat a number of subjects broadly and simply, aiming at a central idea in the grouping of them. Also make the arrangement logical. Keep ample time for discussion. Give many members a little task to be well done instead of letting a few do most of the work. This forces more people to take an active interest in the topic. Encourage speaking rather than reading of papers. Stimulate thinking and an interest in matters of moment. Then your club will have done its work for its members.

K. L. R.

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# I

## SUGGESTED SUBJECTS

Christmas with the Poets.  
A Study of the Short Story.  
Authors of Our Day in Their Homes.  
American Authors and their Homes.  
The Gothic School in Literature.  
Modern Philosophies of Life.  
Famous Inns.  
Madonnas in Art.  
Pageants and Pageantry.  
Landscape in Art.  
Great Portrait Painters and their Works.  
The Christian Reformers.  
The Olympic Games.  
The History of the Papacy.  
The Making and Reading of Books.  
The State and its Artists.  
The History of the Novel.  
The History of the Drama.  
Food Science.  
Shelter, or the Evolution of the House; a  
Study of Domestic Architecture.

The Evolution of the Housekeeper, or  
from Housekeeper to Homemaker.

The Use and Abuse of Ornament.

The Women of the American Revolution.

The Growth of Democracy.

Household Art and Decoration.

Household Economics.

Art in Daily Life.

The City We Live in. How and Why  
We are Governed. Who Pays the Taxes,  
etc.

Government Studies. To be Simply  
Planned to Show the Meaning and Func-  
tion of Government.

A Study of the Nations. Leading to a  
Study of Races in our Own Country (Im-  
migration).

Shakespeare's Women.

The Women of the French Courts.

The Great Cardinals and their Spheres of  
Influence.

The Loves of the Poets.

The Ladies of the White House.

Great Moral Leaders.

The Sculptors of Old and their Influence  
on the Present.

- Italian Life in Town and Country.
- Literature of Different Countries.
- English Literature.
- The Revival of Irish Literature.
- American Art and Artists.
- How to Appreciate Paintings.
- How to Appreciate Architecture.
- How to Appreciate Civic Art.
- How to Appreciate Music.
- How to Appreciate Sculpture.
- Living Rulers of Mankind and their Courts.
- Practical Citizenship.
- The Waterways of Travel and Commerce.
- Things We Can Do Without.
- French and Italian Chateau Life.
- Rural England.
- The Peasants of Europe.
- Conventionalities—Their Use and Abuse.
- The Roman Empresses.
- The Heroines of Modern Progress.
- The Humorists of Different Countries.
- Essays Everyone Should Read.
- Poems Everyone Should Know.
- “New Thought.”
- Women in Industry.

The History of Dress (a Costume Study).

A Study of the Periodical Press.

City Planning and the City Beautiful.

The Makers of Our Nation.

The Making of Americans.

Futurists, Cubists and other Essayists in  
Art.

Culture and Civilization.

Imaginary Obligations.

The Chateau Country of France.

The Social Evil.

Eugenics.

The Delinquent.

Twentieth Century Americans.

Woman's Enfranchisement.

The Peace Movement.

Prohibition.

Modern Advance in Medicine and Sur-  
gery.

Municipal Art.

Country Life and City Life.

Back to the Country.

Social Service.

Training for Motherhood.

Education for Morality.

Sex Hygiene.

The Art of Conversation.  
The Celebrated Wits.  
The Montessori Method.  
The Education and Care of Defectives.  
Men Who Have Made the Nation.  
Women Who Have Helped the Nation.  
Current Topics.  
The Stage—Its Rise and Development.  
Nature in Poetry.  
Nature as a Teacher.  
American Art.  
Furniture—A Study in Styles.  
Shakespeare's Country.  
Gardens in All Ages and Countries.  
Touring England with Dickens.  
Touring England with Thackeray.  
Touring Scotland with Scott.  
Kipling's India.  
Our Native Birds.  
Our National Songs.  
How to Know the Wild Flowers.  
Famous Memoirs.  
Famous Biographies.  
Great National Epics.  
Domestic Engineering  
Feminism.



## II

### SUGGESTED OUTLINES

*(For books on these topics consult part VI.—  
“How and where to get Help”)*

**Evolution of the Home:** From cave dwelling to the modern house, including the proper place of ornament, furniture and costume. Woman's province in the home. That of the man. Children and the home. House-keeping. Home-making.

**A Study of Races:** Origins. The evolution of nations. What each contributes to the world's work. Why nations fight. Peace and arbitration.

**Study of One's Own State:** Natives and settlers. Historic people, places and events. Resources, activities and social conditions. Movements for betterment. Civic art and industry.

**America—A Social Study:** Geographic position as a factor in our development.

Settlers. Inheritance from other nations. In what relation we stand to other races at the present day. Our duty to ourselves and to other races.

**Development of a Child:** Stages of growth in its three planes. Adolescence and children's reading at this period. The school curriculum. Play time. Training for life in the world.

**Municipal Art and Architecture:** Public buildings. Their adaptability to purpose. Responsibilities of architects. Historic styles. Modifications. Grouping and placing of buildings. Artistic signs. Public places.

**The Crusades:** Marches and battle-grounds. The Danube route. The Central land route. The later sea route. The Holy Land. State of the population. Christian peasantry. Turkish garrisons. Equipment and armament. Method of attack during the wars. Causes. Conditions east and west. Feudal system. Pilgrimages. The Appeal of Alexius. Peter the Hermit. Council of Clermont (1095). Pope Urban. First, Second and Third Crusades. Bar-

barossa. Richard I. Saladin. Fourth Crusade. Children's Crusade. Later crusades. The century of the crusades (1096-1200), called the Watershed of medieval history. Results upon Europe, in inter-communication, new trade routes and shipping. Military education, architecture, the sciences and literature receiving an impetus. Development of universities and the growth of towns. Trace the unity of Christendom to this upheaval.

**The Age of Elizabeth:** Life and manners in court and society. The Queen; her lovers and suitors. Court, courtiers and ministers. Amusements, pageants, sports and entertainments of high and low life. Costume. Education. Magic, witchcraft and alchemy. Geographical discoveries. Travel. Inns. Streets and highways. Sanitary conditions. The condition of the poor. Housing. The buccaneers, adventurers and navigators. The Invincible Armada. Shakespeare and Spenser. Contemporary writers in England and other lands.

**European Cities:** Social and artistic significance.

Ghent and Bruges: Their struggle for political, industrial and religious liberty. Their wars, trade, weavers and tapestries. Arts and crafts. Architecture.

Rouen and Amiens: Their architecture and city streets. Their cathedrals.

Lucerne and Geneva: Scenery. Religious and political history.

Venice and Florence: Their past commercial grandeur, architecture, art collections and charm.

Nuremberg and Rothenberg: Characteristic medieval towns. Defenses, towers, moats and walls. Architecture, arts and crafts, learning.

Old Chester and Warwick: Artistic and social significance. Lovely surroundings. Architecture and charm.

**National Music:** The songs of the people. Norse songs and dances as expressive of the race. Follow out national traits in Hungarian dances and songs; also in German, French and Italian dances and songs. The ballads and dances of England. Indian and negro melodies and dances. The rag-time and street songs of today.

**Moral Leaders:** The place of great men. Their expression and interpretation of the feelings and views of masses of men. Buddha, Mohammed, Socrates, Marcus Aurelius, Saint Francis of Assisi, Savonarola, Giordano Bruno, Erasmus, Luther, Swedenborg, Carlyle, Emerson and Tolstoi.

**Medieval Life:** Types expressing the character of the period. The feudal baron and his tenants. The merchant and the townsman. The king and the Emperor. The pope, the monk, the crusader.

**English Language:** Its history. Language in general. The gift of speech. Natural methods of communication. Organs of speech. Sounds. Characteristics of the English language. Groups of languages and literatures. The early history of Great Britain. The Celtic. Early Latin and Scandinavian elements in English. The Norman-French conquest and its effects on speech. Dialect studies. From Chaucer to Shakespeare. Modern English. Foreign elements.

**Renaissance:** A condition, not a period. Preface with a study of the medieval empire. Church and Empire. The papacy and the

growth of free Italian cities. Ancient learning and monuments. The reawakening through the Crusades and democratic movement of the 14th century. Intellectual development of the 14th century. The revival of learning. The heralds, Dante, Petrarch and Boccaccio. Invention of paper and printing. Art. Renaissance and Reformation. The geographers and the discovery of America.

**Roman Life:** The birth, status, sports and training of the Roman child. Marriage and the status of women. Slaves, freedmen and clients. The Roman house and its furnishings. Baths and aqueducts. The games of the circus and Coliseum. Food and clothing. Books, authors, publishers and libraries. The use of wax tablets and the stilus. Amanuenses. Shorthand. Religion, death and burial.

**Historical Novels (American):** The meaning of history. Aspects of fiction. History and the novel as literature. The novel of Colonial America (1492-1765). The novel of the Revolution (1765-1800). American life on the frontier (1800-1860). The Civil

War and Reconstruction (1860-1876).  
American life since 1876.

**Italy:**

1. A study of the geography of Italy.
2. A study of the people, their origin and characteristics.
3. A brief outline history.
4. The great cities. Independent character and development of each. The peculiar gift of each to civilization.
5. Naples—The meeting place of Greeks and Italians. The effect of Greek colonies on the civilization and art. Modern Naples.
6. Rome—The center of the ancient world. Her place during the Middle Ages. As capital of modern Italy. The center where Asia, Africa and Europe have met and struggled. From pagan temples to St. Peter's and the Vatican. Ancient Rome and its monuments. New Rome.
7. Venice—The receiver of influences from the East and the transmitter of the same to the West. Natural features. Expansion into a commercial power and land empire. Trade with the Orient. The type of men produced. Modern Venice.

8. Florence—The center of human and democratic interests. Wealth and production. The organization of guilds. The development of art. Great men. Monuments. Literature and learning. Modern Florence.
9. Other cities of Italy—Genoa, Pisa, Padua, etc.
10. Modern Italy. Church and State. Religion. Life in town and country. Women, love and marriage. Education. Poets, writers, musicians and artists. Modern politics.
11. The royal family. The relation of Italy to other nations.
12. Italians in the United States. How to make good Americans of the alien. Public schools and the Italian. Noted Italians in this country.

**Holland:** Geographical position and problems. Dikes and windmills. Holland during Cæsar's invasion of Gaul. The German dominion. Under the Holy Roman Empire. The Feudal System. The rise of commerce, learning and art. The woolen industry. Fisheries and navigators. Printers. Holland and Spain. Protestantism



and the Inquisition. The Declaration of Independence (July 26, 1561). The United States of the Dutch Republic. Holland and England. Religious liberty. Dutch colonists. The Pilgrim Fathers. Influence of the Dutch in America. Napoleon in Holland. Modern history. Architecture, galleries and museums. Tulips. Costumes. Modern artists. Modern writers.

**Philanthropic Schemes:** Misery and its causes. The way out. The old idea of charity and benevolence. Alms-giving and the making of paupers. Indiscriminate giving. The tramp and how he is made. Organized charity and constructive work. Co-operation and a central bureau in welfare work. The waste of money, energy and time in the old ways of helping the poor and unfortunate. General purchasing schemes and collections for the different institutions. Investigation of local asylums, hospitals, clinics, homes, day nurseries, bureaus, public laundries, employment bureaus, district nursing, insane asylums, reform schools, wood-yards, rescue homes, etc. Study efficiency methods in management.

**The Opera:** The rise of the opera in Italy in the 16th century. The development of the orchestra. The early French school. Early German operas (Mozart, Beethoven, Weber). Modern French, German, Italian, Russian and Bohemian operas. The influence of Wagner on opera. Strauss, Debussy, Massenet and other moderns. The libretto and the question of opera in English. The opera in England and America. Subsidizing the opera. Music for the people. Famous opera houses of the world. Famous opera singers of the past. Famous singers of today. Opera comique. Musical comedies.

**Housing Problems:** Working people's homes. Plans and management. Municipal lodging houses. The elimination of slums. Tenement house commissioners and their work. Model cottages. Model settlements of cottages. Garden cities. Building and loan associations for the poor. What we may learn from England and foreign countries.

**Our Native Trees:** Forestry abroad and at home. The tree in nature's plan. Its use and beauty. The waste and conserva-

tion of trees. Forest fires. The work of state and federal governments in forestry. Destructive insects and the care of trees. Familiar trees. Trees for the home grounds. Serviceable trees for the street. The shade tree commission. Incentives to farmers to plant trees (through abatement of taxes, etc.). Trees valuable for their wood. The tree in poetry and romance. Historic trees.

**The Servant Question:** The feudal system and the relation of master to servant. The change in the relation as the masses have risen. The rise of the factories system and the consequent result on the servant class. Comparison between the advantages and disadvantages of factory positions and service in the home. The attitude of the family toward servants. The problem from the viewpoint of the mistress and from that of the servant. Days out. Hours of work. Uniform. Accommodations. Wages. Privileges. Company. Specialization. The visiting housekeeper. The visiting servant. Co-operative housekeeping. Automatic kitchens. The servantless apartment. The

ethics of references. Private and municipal employment agencies.

**Family Budget:** The income. Division between man and wife and children. Family expenses. The cost of the house, living, service, education and amusements. Personal expenditures. Necessities and luxuries. Saving. Household accounts. The scale of living. The simple life. Efficiency, waste and extravagance. The influence of money. The cost of hospitality and recreation.

**Myths and Folk-Lore:** The childhood of the race. The universality of myths. Ancient legends having the same root idea. The Aryan myths of creation and nature. Compare the Greek, Egyptian, Scandinavian, German, English, American Indian, Slav, Celtic, African, Indian, Hebrew, Japanese and Hawaiian folk-lore. Make a study of gnomes, dwarfs, fairies, genii, gods and heroes and get acquainted with the character of the classic epic poems of antiquity.

**Flora of the Locality:** Wild flowers. Cultivated plants. The home grounds. Hardy

gardens. House plants. Shrubs and vines. Their ornamental uses. Back yards and city gardens. City parks and the development of public sentiment to insure public protection of them.

**Study of Costume:** Trace the development of dress in past times and the probable effect on the physique. Dwell on the sanitary and the hygienic apparel of other races and ages. Contrast the tortures inflicted on different races in pursuit of national ideas in style. Peasant costumes of different nations. Make a study of costumes of the past century (this gives an opportunity for fancy dress functions and entertainments). Study present styles and the vagaries of women in adopting all things in vogue. Discuss rational dressing and the possibility of an American style. Study color and line and texture as adapted to different figures and types.

**American Architecture:** The colonists and what they brought to America in ideals in art and architecture. English and the Georgian, or Colonial, style. Dutch influences and the French. Development of city

life and experiments with all sorts of styles. Reproduction of classic styles. The influence of the French, English and Italian style in modern architecture. The summer home, bungalows, camps, the city house (private) and apartments. The remodelled old house. Churches and public buildings. Skyscrapers and department stores. Elevated railways. The houses of the slums and model tenement activities. Regulation of the width of streets for air and sunshine. A close study and criticism of the architecture of one's own town.

**Louis XIV and His Court:** A sketch of his progenitors. The influence of the age upon him. His ministers. His homes and treasures. Women of the court. Heroes of the nation. Great events of the time. Manners, morals and amusements of his reign. Paris as it was then. Learning and the arts. The French Academy. Landscape gardening and architecture. Philosophers and dramatists. The clergy (prelates, Jesuits and Protestants). Tapestry and porcelain.

### III

## PROGRAMS

These programs may be kept up to date by consulting the catalog of any public library having a collection of modern books. They may be changed so as to fit the number of meetings in the club season, care being taken to keep a logical sequence of ideas when readjusting them. Mere names, dates and facts count for little in a study course, if not treated in a constructive manner. Full book lists are given so as to cover possible deficiencies in a local library. Use freely Poole's Index and The Reader's Guide. These works index magazine articles, past and present, up to the current month.

The programs will be found to be so elastic that they may be elaborated or condensed, combined for departmental clubs or dissected for special classes. They may vary in treatment from grave to gay, from lively to severe, according to the temper of the student.

### **American Literature**

This program, while it covers the ground thoroughly, is to be taken up broadly. Details are given to show the trend of the study. They may be skimmed and ignored as special topics, if the season is a short one and the work is to be lightly done as a diversion. But if the study is to be long-continued and somewhat profound, these items will merit particular attention as landmarks in the literary history of the time. The main idea is to study the spirit of the time and the literature together, as one reflects the other. This program represents an attempt to accomplish such a purpose. Students may make additions or eliminations which will help to carry out this idea. Emphasis is placed on the rule that the whole club should study the whole topic. There should be short papers or talks on each phase by several members and not long papers by a few. Each author may be studied at length, or a sort of flashlight



may be given of his contribution to the literature of his day.

### I—THE BEGINNING

Aboriginal writers. (See D. G. Brinton's *Aboriginal American Authors*.) Literary traits brought over by the colonists. Books they read. State of English literature when American literature was born. First American writings; appeals, defenses and controversies. Descriptions of the new country and its life. Early Governors as historians. The theologians.

### 2—THE COLONIAL PERIOD IN VIRGINIA

Explanation of the literary barrenness of the period as found in the personal traits of the founders of Virginia. Lack of schools and of religious freedom. Printing prohibited by the English government. Captain John Smith and his writings. Other early writers: William Strachey, Alexander Whitaker, John Pory, George Sandys, Father Andrew White, John Hammond and George Alsop.

## 3—NEW ENGLAND IN THE 17TH CENTURY

Race qualities of the New Englanders. Their intellectuality. The large number of learned men. Their esteem for learning. Earnestness and religion. Prosperity. Circumstances favorable to literary action notwithstanding restraints on the liberty of printing. Historical writers: William Bradford, Nathaniel Morton, John Winthrop and Edward Johnson. John Mason and the Pequot war. Daniel Gookin. The New England Primer.

## 4—LATER NEW ENGLAND

Theologians and miscellaneous prose writers. Characteristics of the people and the literature. Francis Higginson, William Wood, John Josselyn, Thomas Hooker, Thomas Shepard, John Cotton, Peter Bulkley, John Norton, William Hooke, Charles Chauncey, Nathaniel Ward, Roger Williams, Jonathan Edwards, Cotton Mather, Increase and Richard Mather.

## 5—NEW ENGLAND VERSE WRITERS

Strong influence from contemporary English poets: Pope, Watts, Thomson and Young. The attitude of the Puritans towards art and poetry. The Puritans natural verse makers. Their elegies and epitaphs. The Bay Psalm Book. Anne Bradstreet, the pioneer blue stocking. Pastor John Wilson. William Morrell. John Norton. Urian Oakes. Peter Folger. Benjamin Thompson. Michael and Samuel Wigglesworth. Nicholas Noyes. Francis Knapp. Benjamin Colman. Jane Turell. Mather Bylis. Roger Wolcott. Humorous poetry. War verses. Popular ballads. The early prominence of the Almanac.

## 6—LATER NEW ENGLAND WRITERS

Growth in general intelligence. People's thoughts and talk during the early 18th century. Witchcraft and slavery. Development of the historic spirit. Biographers. Literary memorials of conflicts with the Indians. Woolman's Journal.

### 7—NEW YORK, NEW JERSEY AND PENNSYLVANIA

Traits of life in these places. Mixed communities. Education neglected. Daniel Denton, pioneer in New York literature. Thomas Budd, pioneer in New Jersey literature. Intellectual men in Philadelphia. Benjamin Franklin.

### 8—LATER COLONIAL LITERATURE

Tendencies toward colonial fellowship growing out of commerce, the same peril from enemies and the rise of journalism. American journalism. The establishment of colleges. Early colleges. Vast influence on literary culture. Scientific study. The impulse given to literature by science.

### 9—THE REVOLUTIONARY PERIOD

The orators and statesmen. Political literature. Ballads. The song and romance of the period. Experiments in novel writing. Charles Brockden Brown, the first professional man of letters.

## 10—THE FIRST HALF OF THE 19TH CENTURY

Revolutionary plays. Indian melodramas. The popular annuals called "Souvenirs", "Tokens", "Forget-me-nots", "Talismans", etc. Women writers of the early 19th century. Men writers of the early 19th century.

## 11—MID-CENTURY WRITERS

Battle songs and lyrics. War songs. Uncle Tom's Cabin. The growth of universities and education. Expansion of the intellectual life. Newspapers and periodicals. Novelists, poets and political writers. Orators, critics and dramatists. The transcendentalists. Unitarian leaders. The Cambridge poets. Anti-slavery writers. Nature lovers.

## 12—THE NINETEENTH CENTURY

Later novelists, poets, dramatists, theologians, humorists, journalists, orators, historians, critics and biographers. Women in literature.

**13—SECTIONAL LITERATURE**

The South, West, North, Central West and East.

**14—MISCELLANEOUS TOPICS**

Short story writers. Comic papers. Society journals. The woman's page. War correspondents. Reflection of society in the novel and play of the day. Social forces as expressed in literature.

**15—CRITICAL COMMENTS**

Standards in literature: what they are if they do exist at all. The influence of our literature in England and foreign countries. Our authors who are read abroad. Foreign criticisms of our literature. Influence of other nations on our modern literature.

**CONSULT**

Chronological Outline of American Literature,  
by Whitcomb;

Literary History of America, by Barrett Wendell;

American Lands and Letters, by D. G. Mitchell;

American Literature, by C. F. Richardson;  
Dictionary of American Authors, by O. F. Adams;

History of American Literature, by F. L. Pattee;  
Southern Literature, by Louise Manley;  
The South in History and Literature, by M. L. Rutherford;

Introduction to American Literature, by Brander Matthews;

History of American Literature, by M. C. Tyler;  
History of American Literature During Colonial Times, by M. C. Tyler;

Literary History of the American Revolution, by M. C. Tyler;

American Men of Letters Series, edited by Charles Dudley Warner;

Anne Bradstreet and Her Time, by Helen Campbell;

The Hoosiers, by Meredith Nicholson;  
Guide to the Study of 19th Century Authors, by L. M. Hodgkins;

History of Historical Writing in America, by J. F. Jameson;

Transcendentalism in New England, by O. B. Frothingham;

Literary and Social Studies, by G. W. Curtis;  
Cheerful Yesterdays, by T. W. Higginson;  
Woolman's Journal;  
Franklin's Autobiography;  
The Old South Leaflets;

American Literature in Colonial and National Periods, by Lorenzo Sears;

The Clergy in American Life and Letters, by D. D. Addison;

Introduction to American Literature, by F. V. M. Painter;

Desk-Book of Errors in English, by Frank H. Vizetelly;

Introduction to American Literature, by H. S. Pancoast;

History of American Literature, 1607-1865, by W. P. Trent;

America in Literature, by G. E. Woodberry;

Representative Authors of Maryland, by H. E. Shepherd;

American Authors and their Homes; Authors of our Day in their Homes and Women Authors of our Day in Their Homes, edited by Francis W. Halsey.



## **America and the Americans**

### **1—THE CHILDREN OF THE NATION**

Past races which produced the American. Who are they? What we inherit and what environment has made of us. The incoming tide of immigration. Who and what is the immigrant and what does he contribute to present day conditions. What shall we do with the immigrant? Restriction, education, schools for adults and children, enlightenment as to our laws and restraints on lawlessness.

### **2—OURSELVES AS OTHERS SEE US**

Among notable books about us are the following:

Letters from a Chinese Official. An Eastern View of Western Civilization, by G. L. Dickinson;

The American Scene, by Henry James;  
As a Chinaman Saw Us, Anon.;

As Others See Us, by J. G. Brooks;  
 Outre Mer, by Paul Bourget;  
 Jonathan and His Continent, by Paul  
 Blouet;

Her Royal Highness Woman, by Paul  
 Blouet;

Inner Life of the United States, by Vaya  
 and Luskod;

Your United States, by Arnold Bennett;  
 Dollars and Democracy, by Burne-Jones;  
 American Notes, by Dickens;

Domestic Manners of the Americans, by  
 Mrs. Trollope;

America the Land of Contrasts, by J. F.  
 Muirhead;

American Notes, by Kipling;

The Land of the Dollar, by G. W. Stee-  
 vens;

Twentieth Century Americans, by H. P.  
 Robinson;

America of Today, by William Archer;  
 The Americans, by Hugo Muensterberg;  
 Business and Lore, by Huges Le Roux;

In the Land of the Strenuous Life, by  
 Abbe Felix Klein;

American Sketches, by Charles Whibley.

### 3—AMERICA AMONG THE NATIONS

Our rank among scholars, scientists, artists and industrial workers. Inventions and achievements. The responsibility of our educational system. The weakness and strength of public education in America. Technical and professional schools. Colleges at home and abroad. General and personal culture. American women. Voices and manners. Children at home and abroad.

### 4—A GLANCE AHEAD

America as a world power. Triumphant democracy. The American at work. American ideals and their fulfilment. What to expect from America. Newer ideals of peace. Arbitration and internal unity. No North, no South, no East, no West. One American nation.

### 5—THE HALL OF FAME—MEN

Men who have made the nation, a study of patriotic biography. Men whose scholarship has impressed itself upon the national

thought. Artists, musicians and scientists whose work has national and international importance.

## 6—THE HALL OF FAME—WOMEN

Women of historic fame. Women in the world of art, literature and science. Social leaders and women interested in sociology.

### CONSULT

The American Commonwealth, by James Bryce;  
The Beginners of a Nation, by Edward Eggleston;

The Discovery of America, by John Fiske;  
Expansion of the American People, by E. E. Sparks;

The United States in the Twentieth Century, by Pierre Leroy Beaulieu;

Immigration and Its Effects upon the United States, by P. F. Hall;

American Traits, by Hugo Muensterberg;  
The Future in America, by H. G. Wells;  
America in Its Relation to the Great Epochs of History, by W. J. Mann;

American Diplomacy, by J. B. Moore;  
Geographic Influences in American History, by A. P. Brigham;

Race Questions, Provincialism and Other American Problems, by Josiah Royce;

The Immigration Problem, by Jeremiah W. Jenks and W. Jett Lauch;

American Social and Religious Conditions, by Charles Stelzle;

The Spirit of America, by Henry van Dyke;

America in the Making, by Lyman Abbott;

Democracy and the Overman, by Charles Zueblin;

Immigration—A World Movement and Its American Significance, by H. P. Fairchild;

History of Socialism in the United States, by Morris Hillquit;

Expansion under New World Conditions, by Rev. Josiah Strong;

Americans in Modern Life, by Alberto Pecorini;

The New Freedom, by Woodrow Wilson.

### **The Building Art**

Many who admire noble examples of past architecture do not know the secret of their charm. We cannot analyze the character of these monuments, or account for the wonderful hold they have maintained on the human mind throughout the ages. Our opinions and tastes are seldom based on knowledge. We ought to be able to distinguish the elements of beauty in great masterpieces. But even though we study and acquire all this, it may remain "dead-wood" information if it does not encourage a desire for beauty in the present, even in the commonplace things of daily life.

The present study plan is presented for the purpose of leading the student, through knowledge of classic models, to a practical realization of the beauty, as well as the ugliness, which we now so often sanction and pay for in homes and public buildings. Thus we may arouse a keener consciousness

of civic art and become better citizens. One should have ideals and standards in order to discriminate. We study the past in order to understand what we have inherited and then try to adjust our taste to the different conditions of today.

This program, in spite of the array of topics, is designed to be simple. Each topic is concisely treated in the books recommended. These works are popular and condensed text books and not technical treatises. Weightier books are not included, as the study has been so planned as to get at main principles and motives for busy people. Those who wish to study deeper will find books on these topics in any good public library. Poole's Index to Periodical Literature should be freely used. The magazines contain articles by experts who have digested a mass of information and put it in popular form for the average reader.

## I—A GENERAL SURVEY OF ARCHITECTURE

1. Style in architecture as based on construction.

2. Additional effect on construction (or style) of the artistic temperament, national temperament and convenience.
3. A brief application of these principles to present novel departures due to novel conditions, such as iron construction and skyscrapers. (These will again be treated later when we study public buildings.) For these subjects consult *Reason in Architecture*, by T. G. Jackson.
4. The influence of material upon architecture. Consult the work with this title by B. F. Fletcher.
5. A study of the column and the arch. Consult *The Column and the Arch*, by W. P. P. Longfellow.
6. The characteristics of each definite style: Egyptian, Assyrian, Chinese, Japanese, Peruvian, Mexican, Indian, Grecian, Roman, Byzantine, Saracenic, Gothic, Renaissance. The development of French, English and German styles. Give in each case the influence of climate, geography,



geology, religion, history and political and social conditions. All this information is concisely given in B. F. Fletcher's History of Architecture, and in A Study of the Orders of Architecture, by A. E. Zapf.

## 2—DOMESTIC ARCHITECTURE

1. Development of the idea of shelter.  
The homes of man in all ages.
2. Describe an ancient typical house in each style of architecture. Consult The Habitations of Man in All Ages, by Viollet-le-Duc; The Street of Human Habitations, by R. S. Linahan, and the Story of the Art of Building, by P. L. Waterhouse.
3. What was the Renaissance and how did it affect domestic architecture?
4. Colonial style—its development in America. Modifications in modern times.
5. Modern architecture in America. Traces of historic forms apparent; modifications; 19th century imita-

tive designs; 19th century original design; local illustrations of each. A prophetic view of a model home.

### CONSULT

Contrasts or a Parallel between the Noble Edifices of the Middle Ages and Corresponding Buildings of the Present Day, by A. N. W. Pugin;

History of Modern Styles, by James Fergusson;

Story of the Art of Building with an Account of Architecture in America, by P. L. Waterhouse;

The American Renaissance, by J. W. Dow;

Early Connecticut Houses, by N. M. Isham and A. F. Browne;

The Georgian Period, edited by W. R. Ware;

Colonial Houses, by E. S. Child;

Manors of Virginia in Colonial Times, by E. T. Sale;

Modern Architecture, by H. H. Statham;

Reclaiming the Old House, by C. E. Hooper;

Homes of Character, by J. H. Newson;

Reinforced Concrete, by Bernard Jones.

### 3—CHURCH ARCHITECTURE

1. Describe a church typical of each style.

Consult History of Architecture, by B. F. Fletcher; Sacred Architecture, by Richard Brown.

2. Special study, as long as the club chooses, to be given to English, French, German and Italian cathedrals. Special books on these topics may be found in any large library. A few may be mentioned such as:  
English Cathedrals, by Mrs. Schuyler van Rensselaer;  
Churches and Castles of Medieval France, by W. C. Larned;  
Historic Churches of Paris, by W. F. Lonergan;  
European Architecture, by J. R. Sturgis;  
Cathedral Building in England, by E. S. Prior;  
English Architecture, by T. D. Atkinson;  
Historical Monuments of France, by J. F. Hunnewell;  
The Story of Architecture, by C. T. Mathews;
3. The effect of the Renaissance on church architecture.
4. American churches. Early American types, later types, 19th century imi-

tative designs, 19th century original designs, traces of historic forms. Study your city architecture for examples of each.

### CONSULT

Historic Churches of America, by N. U. Wallington;

Modern Architecture, by H. H. Statham.

### 4—PUBLIC BUILDINGS

1. Study one famous building in each classic style. Note its adaptation to the needs of the people, the period, the climate. (Much on this topic will be found in works already referred to under former topics.) See also Famous Buildings Described by Famous Writers, edited by Esther Singleton.
2. Study the modern buildings of America; libraries, courthouses, city halls, museums and public galleries, opera houses and music halls, theaters, society buildings, markets, hospitals,

public baths and business buildings. Note changes in construction, development of height, use and abuse of ornament and adaptation to purpose. Study 19th century imitative designs and 19th century original designs.

### CONSULT

Modern Civic Art, by C. M. Robinson;

Improvements of Towns and Cities, by C. M. Robinson;

Art and Life and the Building and Decoration of Cities, by T. J. Cobden-Sanderson;

Architecture for General Readers, by H. H. Statham (chapters on cities and landscapes);

Modern Architecture, by H. H. Statham.

### 5—MURAL DECORATION

Study the use and abuse of decoration in buildings, and the use and abuse of mural painting. Give some good examples from old buildings. Give examples of modern mural decoration and make criticisms and comparisons. Study works by Puvis de Chavannes, Albert Moore, Rodin, Alfred

Stevens, G. F. Watts, Leighton, Frank Brangwyn, Edwin H. Blashfield, Burne-Jones and Poynter.

### CONSULT

Modern Mural Decoration, by A. L. Baldry;  
American Mural Paintings, by Pauline King;  
Mural Painting, by Frederic Crowninshield;  
Mural Painting, by F. H. Jackson.

### 6—LOCAL ARCHITECTURE

Study your own municipal buildings, their grouping, adaptability to surroundings, and adaptability to use. Their style. Give suggestions for improvement.

### 7—A CITY STREET

Study the possibilities of paving, sidewalks, cleanliness, signs, poles and tracks. Compare with conditions in foreign cities, such as Brussels, Munich and Berlin. Study the beautiful streets of the world. Use Poole's Index freely for this subject. Well illustrated articles will become available through this means.

For the general reader, *How to Judge Architecture*, by Russell Sturgis, may be recommended for use all through this course.

Other useful books are:

*Essentials in Architecture*, by John Belcher;

*The Amateur's Guide to Architecture*, by S. S. Beale;

*Reason in Architecture*, by Thomas G. Jackson;

*Successful Houses and How to Build Them*, by Chas. E. White, Jr.;

*Art and Environment*, by L. M. Phillips.

## Children's Literature

### 1—STORY TELLING

The value of the impressions a child receives through the ear. The effect upon the imagination of the dramatically spoken word. The consequent enrichment of a child's vocabulary. The strong impression made upon the receptive memory of a child. The art of story-telling; what kind of stories to tell and what to avoid. Parents as story-tellers.

### 2—READING TO CHILDREN

The responsibility and power of the reader. The art of reading. Elocution. The voice and its influence. Readable and unreadable stories. The art of skipping. Parents as readers.

### 3—POETRY

Children's susceptibility to rhythm, jingles and rime. Good nonsense verse. From



the limerick to Milton and Shakespeare. A study of the child's appreciation of some of our finest poems.

#### 4—THE BIBLE

The power and beauty of Bible language. The use and abuse of adaptations. Faithful interpretations of Bible stories. No interpolations or omissions to fit an individual theory.

#### 5—MYTHS AND LEGENDS

Their educational value. Worthy versions in song and story.

#### 6—PICTURE BOOKS

What is a good, and what a harmful, picture book? The proper illustrations of story books. The illustrated Sunday newspaper. Buster Brown and others; their effect on a child's sense of humor, good taste and sense of conduct.

## 7—FAIRY STORIES

Good ones and harmful ones; false and true ideals. The practical good done by imaginative tales. Contrast the realms of fairyland with the changing, shifting scenes of the material world. The fairy story a preparation for the expansion of mental activities. The compilation of folk tales, by the Grimm Brothers. The works of Hans Christian Andersen. Other fairy tales, ancient and modern. The moral as seen in the story and the moral dragged in afterwards.

## 8—BOOKS FOR BOYS

Adventure and travel. Books about doing things. Literature for the age of adolescence.

## 9—BOOKS FOR GIRLS

The weakness of the average book for girls. The pretty holiday book. False ideals and false sentiment about life and love. The literature of adolescence.

## CONSULT

*The Journal of Education and The Pedagogical Magazine;*

Chips from a German Workshop, vol. 2, by F. Max Müller, chapters on mythology, tradition and customs;

The Science of Fairy Tales, by E. S. Hartland;

The Childhood of Religions, an account of the birth and growth of myths and legends, by E. Clodd;

Studies in Education, by E. Barnes;

The Boy Problem, by W. B. Forbush;

Children, Past and Present; What Children Read—In Books and Men, by Agnes Repplier;

Adolescence, by G. S. Hall (Youth is the same condensed);

A Young Man and His Problems, by James L. Gordon;

Proceedings of the National Educational Association, 1897, page 1015; 1900, page 636; 1905, pages 868 and 871;

The Use of Fairy Tales, by Felix Adler;

How to Tell Stories to Children, by S. C. Bryant;

Conduct Stories, by F. J. Gould;

Life and Manners, by F. J. Gould;

The Montessori Method, by Dr. Montessori;

Picture Work, by W. L. Hervey;

Story Telling in School and Home, by E. N. Partridge;

A Junior Congregation, by James M. Farrar;

Collection of Eastern Stories and Legends for Narrative, by M. L. Shedlock;

Great Stories and How to Tell Them, by R. T. Wyche;

Story Telling with the Scissors, by M. H. Beckwith;

Mother's List of Books for Children, by C. W. Arnold;

Forgotten Books of the American Nursery, by R. V. Halsey;

The Child and the Book, by G. S. Lee;

Children's Reading, by F. J. Olcott;

Children's Books and Reading, by M. J. Moses.

## **The City We Live In**

To be treated in much the same manner as The State We Live In. Lead the study up to municipal activities. Study the government of foreign cities, especially those of Germany. Investigate municipal house-keeping and housecleaning, boards of health, boards of education and other boards. Study preventive measures for cleanliness and health, the city beautiful, city planning, cooperation in philanthropy and other schemes. Look up chambers of commerce and boards of trade and see what they do for a city. Different schemes for municipal government such as the commission form and commission-manager form of government. Put the results of the research into practical shape for the use of others, thus making your work a contribution to city literature. Get newspapers to publish accounts of your work and make a point of advertising your ideals of the city's future.

**CONSULT**

- City Building, by S. H. Clay;  
The American City, by Charles Zueblin;  
Commission Government in American Cities, by  
E. S. Bradford;  
The Citizen, by N. S. Shaler;  
The Citizen's Part in Government, by Elihu  
Root;  
Practical Citizenship, by Adolph Roeder;  
British Cities, by F. E. Howe;  
The Grouping of Public Buildings, by F. L. Ford  
(Municipal Art Soc. Bulletin);  
Efficiency in City Government, by Wm. H. Allen;  
Replanning Small Cities, by John Nolan;  
Our Home City, by William Arthur;  
City Government by Commission, by C. R.  
Woodruff;  
Modern Civic Art, by C. M. Robinson;  
Width and Arrangement of Streets, by C. M.  
Robinson;  
Call of the City, by C. M. Robinson;  
Improvement of Towns and Cities, by C. M.  
Robinson;  
Index and The Reader's Guide, by Poole;  
The Commission Form of Government, by John  
J. Hamilton;  
Modern Cities, by Horatio M. Pollock and William  
S. Morgan.

## The Drama

(Each section to be subdivided according to the number of meetings.)

### 1—AN OUTLINE HISTORY OF THE DRAMA

The liturgy of the mass, as the first conception of the idea of the drama; priests in their robes, vestments and ornaments; the responses. Making a dramatic impression. The mystery play, dealing with stories from the Bible and Scriptural passages. The Chester, Coventry, Towneley and York plays. Miracle plays dealing with legends of saints. Moral plays dealing with allegory. The "hybrids", partly moralities, partly tragedies. The "interludes", historical or chronicle plays.

### 2—THE DEVELOPMENT OF COMEDY

Comedy developed from the morality plays with the aid of interludes. Nicholas Udall's *Ralph Roister Doister*, John Still's *Gammar Gurton's Needle*.

### 3—THE DEVELOPMENT OF TRAGEDY

Tragedy developed from mystery plays, miracles, moralities and chronicle histories; Gorboduc, the first tragedy written in English (Norton and Sackville, authors); The Misfortunes of Arthur, the second tragedy of the English stage (Thomas Hughes, author); The Masque.

### 4—SHAKESPEARE AND HIS CONTEMPORARIES

### 5—THE RESTORATION DRAMATISTS

### 6—THE CHARACTER AND DEVELOPMENT OF THE 19TH CENTURY DRAMA

### 7—THE MODERN DRAMA

French and German dramatists. English dramatists. American dramatists. The dramatizing of novels.

### 8—THE DRAMA AND SOCIAL LIFE

The place of the drama among the arts; social forces expressed through the drama. The drama of the 16th century as a por-



trayal of the social forces of the times.  
The drama and reforms. The drama as  
an educative factor. The drama as a  
teacher of morals. Public responsibility for  
the debasement of the drama.

### CONSULT

Brief History of the English Drama, by W. E.  
Golden;

Miracle and Mystery Plays, by C. Davidson;

Essays on Comedy and the Uses of the Comic  
Spirit, by George Meredith;

Development of the Drama, by J. B. Matthews;

The Drama of Yesterday, by C. Scott;

Plays of the Present, by J. B. Clapp;

The Drama, by Henry Irving;

Dramatic Values, by C. E. Montague;

The Play of Today, by E. R. Hunt;

The American Stage of Today, by W. P. Eaton;

Poole's Index;

Reader's Guide.

### **Efficiency, Conservation and Waste**

The waste of today is the by-product of tomorrow. Conservation implies a sense of social responsibility and a reduction in the intensity of the struggle for existence. Increase in production, as well as saving in energy, materials, and time, is a direct result of the elimination of waste.

This topic includes a study of waste in our physical, mental and moral life. It is planned to lead to consideration of the reconstruction of waste into products useful to the individual and to society. A good introduction to the subject would be a glance at one or more of the books written to express the efficiency movement as applied to the business and industrial world. For example, the preface to the *Twelve Principles of Efficiency*, by Harrington Emerson; chapter II (National Efficiencies) in *Emerson's Efficiency as a Basis for Operation and Wages*; *Motion Study*, by F. B. Gilbreth and *The Principles of Scientific Management*, by F. W. Taylor.

## 1—WASTE OF THE EARTH IN AGRICULTURE

America a land of inexhaustible resources, in the time of the early colonies. Loss of the essential elements of the soil. Insects, plant diseases and weeds. Conservation through good laws. Improved farming implements. Government experiment stations. The instruction of farmers by the government and universities. The teaching of agriculture in schools and colleges. Intensive farming. The U. S. Department of Agriculture, its publications and work. How clubs may help in the work of reclamation.

## 2—WASTE OF THE EARTH IN THE FOREST

A study of the tree and its function in nature. Historic trees. Destruction of forests. Original and existing forests. Public and private forests. Forest fires and methods of prevention. Insect pests and their extermination. Compare foreign and American care of forests. The shade tree commission and public care of parks and trees. The United States Bureau of For-

estry, its work and publications. How clubs may help in the work of saving trees.

### **3—WASTE OF THE EARTH, IN WATER**

Sources of the supply in different sections. Dry sands and wet sands. Irrigation. Reclaiming wet lands. Water power and its ownership or control. A sane business policy vs. politics in relation to water supply, transportation and water front privileges.

### **4—WASTE OF THE EARTH, IN MINERAL RESOURCES**

Fuels: coal, peat, petroleum and natural gas. Ownership and control. Waste in mining and transportation. Regulation of cost. Public coal lands. Wasteful use of natural gas and fuel. Metals and the cost of mining. Government ownership or control of mines and mining.

### **5—WASTE OF THE EARTH, IN ANIMALS**

The extermination of game. Fur bearing and great marine animals. The vanishing

bird supply. The decreasing fish supply. Destructive insects and birds of value in the destruction of other harmful pests. The government's part in protecting animals.

#### 6—THE WASTE OF PUBLIC LANDS AND PRIVILEGES, OF PUBLIC MONEY AND OF PROPERTY, AND HUMAN LIVES

Study a policy to conserve the same.

#### 7—FIRE

An American extravagance. Marvelous equipment and service, but no adequate prevention. Study public and private preventive methods.

#### 8—CARE OF THE BODY

Adjustment of the physical school to the physical child. Confinement indoors and bodily inaction. Desks, seats and food. The Montessori method. Outdoor schools. School doctors and nurses and their preventive methods. Defectives and the deformed trained to be useful members

of society. District nurses and public clinics as preventives of disease. The value of recreation and sports for young and old.

### **9—DISEASE AND ABNORMALITIES**

Scientific study by Koch, Pasteur, Carrel, Metchnikoff and others, who are studying to restrict, destroy and weaken the parasites which invade the body and give rise to disease. Study some of the new ideas in conservation which tend toward the development, preservation and inheritance of sound and healthy bodies. The study of eugenics.

### **10—PREVENTIVE METHODS**

Trades which are injurious. Child labor. Long working hours. Preventable accidents. Improper protection in factories. Study preventive methods.

### **11—CRIMINALS**

The cost of criminals to their families, their victims and to the tax payers. Study

methods to make criminals pay back to the community the cost of crime. Remedial measures in the treatment of delinquents. First offenders. The Children's Court, Big Brothers, and other helpful associations.

### 12—WASTE IN EDUCATION

Lack of moral training and respect for law. The normal and abnormal child in the public school. What is education? What we should expect of our schools and what we get. The money spent through inefficient and unbusinesslike methods in the organization of school boards and management.

### 13—BUSINESS METHODS IN PUBLIC AFFAIRS

Street cleaning. The disposal of garbage and sewerage. Can this be made to pay? The Commission-Manager form of government for efficiency in principle and operation.

### 14—WASTE IN PHILANTHROPY

Many institutions doing the same work. Hospitals, orphan asylums, almshouses, day

nurseries, employment bureaus, lodging houses, etc. Cooperation and a general clearing house. Saving in expense, time and energy.

### **15—THE HOME**

Architecture in relation to surroundings and internal comforts. The relation of the kitchen to the house. Its arrangement for efficiency. Labor-saving devices and the elimination of non-essentials. The relation of mistress and maid for business and efficient service.

### **16—THE FOOD SUPPLY**

Milk and bakeries. Markets and groceries. How to buy and how to work for sanitary and honest supplies. The Housewives' League. The white listing of cleanliness vs. blacklisting of dirt.

### **17—WOMAN AND DRESS**

Waste in the pursuit of the latest fad in fashion. Lack of dignity and repose in the



adoption of any mode which may be forced on women by dressmakers and textile manufacturers. A sane attitude toward fashion's decrees and study of one's own possibilities in face, figure and coloring. A study of posture and carriage to insure efficiency in health and good looks. Health-cure and physical culture fads.

#### 18—ESTHETIC STANDARDS

Waste in imaginary obligations toward the latest novelties in the world of art. The latest "best sellers", "recent verse", architectural vagaries, music, painting and sculpture of the newest schools. A study of culture; what it is and what it is not.

#### 19—MANNERS

Foreign criticism of American manners, speech and customs—are they deserved? What may be learned from Ourselves as Others See Us. Loss of power from restlessness and nervousness. Efficiency and

self-control. Poise and reserve as factors in the conservation of force.

NOTE: During the entire program each student should be watchful to bring to the meetings an item relating to the use of waste products. These items are to be found in current periodicals and newspapers. See especially *Popular Mechanics*, *The Technical World*, and departments in the *Independent*, *Literary Digest* and other magazines.

### CONSULT

Bulletin, issued by the Special Libraries Association (93 Broad Street, Boston), gives lists of books and articles on all phases of efficiency;

The Conservation of Natural Resources in the U. S., by C. R. Van Hise;

Our Wasteful Nation, by Rudolph Cronau;

The Fight for Conservation, by Gifford Pinchot;

The Price of Inefficiency, by Frank Koester;

Modern Philanthropy, by Wm. H. Allen;

Euthenics, the Science of Controllable Environment, by Ellen Richards;

Correction and Prevention, by C. R. Henderson;

The Elimination of the Tramp, by Edmond Kelly;

Scientific Management in Education, by J. M. Rice;

Human Efficiency, by H. W. Dresser;

The Young Malefactor, by Thomas Travis;

The Walled City: A Story of the Criminal Insane, by Edward Huntington Williams;

- Education for Efficiency, by Eugene Davenport;  
Human Efficiency, by C. W. Eliot;  
Moral Principles in Education, by John Dewey;  
Efficiency and Relief, by E. T. Devine;  
Efficiency in City Government, by Wm. H. Allen;  
Ethical and Moral Instruction in Schools, by G.  
H. Palmer;  
Sex Equality, by Emmett Densmore;  
The Efficient Life, by L. H. Gulick;  
Psychology of Industrial Efficiency, by Hugo  
Muensterberg;  
Open Air Schools, by L. P. Ayres;  
Laggards in Our Schools, by L. P. Ayres;  
The Montessori Method, by Dr. Maria Mon-  
tessori;  
The Montessori Mother, by Dorothy Canfield  
Fisher;  
Woman, Marriage and Motherhood, by Eliza-  
beth Chesser;  
How 200 Children Live and Learn, by R. R.  
Reeder;  
How to Live on Twenty-four Hours a Day, by  
Arnold Bennett;  
Mental Efficiency, by Arnold Bennett;  
Fatigue and Efficiency, by G. C. Goldmark;  
The New Industrial Day, by W. C. Redfield;  
Social Environment and Moral Progress, by  
Alfred Russell Wallace;  
Imaginary Obligations, by F. M. Colby;  
The Lost Art of Reading, by G. S. Lee;

Motion Picture Study in the Household, by Frank B. Gilbreth in the *Scientific American* for April 13, 1912, and *Journal of Home Economics*, December, 1912;

The Declaration of Principles for Conservation of National Resources (adopted by the conference of Governors of States and Territories which met at the White House, May 13, 1908);

Increasing Home Efficiency, by M. B. and R. W. Bruère;

Conversation: What to Say and How to Say It, by Mary Greer Conklin;

Household Engineering, by Mrs. Frank A. Pattison;

The New Housekeeping, by Mrs. C. M. Frederick;

For books on special phases of this topic consult the index.

The Efficiency Society, 41 Park Row, New York City, is composed of men and women who are working for efficient results.

## The Greek Drama

### 1

Make an outline study of the Greeks, their religion and festivals.

### 2

Study the Greek theater, actors and acting; state control of the drama, judges, prizes and chorus.

### 3

Study the Greek lyric poem. Analyze the drama growing out of the lyric, particularly the dithyramb chorus. See The Beautiful Song of Dionysus.

### 4

Thespis, "the inventor of tragedy". Phrynichus, Choerilus, Pratinas and Æschylus as introducers of the dialogue.

### 5

The Dorian comedy, which was possibly invented by the Megarians. Epicharmus in Sicily. Susarion. The Comus.

## 6

The Greek dramatists as musical composers as well as poets. The orchestra and movements of the chorus. In the Greek drama poetry is first, music second. Compare with Wagner's *Nibelungen Ring*, where music is first and poetry second.

## 7

Æschylus, his life and the character of his times. His seven dramas. Study his art.

## 8

Sophocles, his life and his expression of the age in which he lived. Changes introduced by him in the drama. His works.

## 9

Euripides, his life and character. Changes introduced by him in tragedy and music. His works and art. Compare with the French stage to trace the influence of Euripides on comedy.

## 10

Aristophanes and Greek comedy. His life and times. The *Comus*, or merry pro-

cession, in honor of Dionysus. The Parabasis. The comic poets of antiquity. Cratinus (519-421 B.C.). Eupolis (446-410 B.C.). The nature of old Attic comedy. The works of Aristophanes and his art.

## II

The later history of Greek comedy.

## CONSULT

The History of Greece, by George Grote; also the history by Ernst Curtius;

New Chapters in Greek History, by Percy Gardner;

History of Greek Literature, by F. B. Jevons;

Classical Greek Literature, by J. P. Mahaffy;

Classical Greek Poetry, by R. C. Jebb;

The Theater of the Greeks, by J. W. Donaldson;

The Attic Theater, by A. Haigh;

The Tragic Drama of the Greeks, by A. Haigh;

Æschylus, by R. S. Copleston;

Euripides, by W. B. Dunne;

Aristophanes, by W. L. Collins;

Sophocles, by C. W. Collins;

The Greek Drama, by Alfred Bates (in his "The Drama");

The Greek Theater, by Pierre Brumoy.

## **The Kitchen: Food and its Preparation**

### **1—AN EFFICIENCY STUDY OF THE PHYSICAL KITCHEN**

Architectural blunders. Inconveniences. The arrangement of stove, sink and closets. The saving of steps, time and labor by the proper adjustment of kitchen and tools. The automatic side of kitchen life. Its relation to the rest of the house. Noises, odors, etc.

### **2—SUBSTITUTES FOR COOKING IN THE HOME**

The problems it raises. Attempts at solutions. Foods prepared outside the house. Public bakeries. Cooperative kitchens for separate houses. Apartment houses with a common dining-room. The effect on the home of bringing in meals and going out for meals.

### **3—CONDITIONS INSIDE THE KITCHEN**

The hygiene of the kitchen. Sanitation in food and cooking. Bacteriology in relation to food and its preparation. The chem-



istry of food. Waste and poor selection. According to season, etc. Poor preparation.

#### 4—CONDITIONS OUTSIDE THE KITCHEN

The adulteration of food. Transportation and cold storage. Marketing. The sanitation of slaughter-houses. Markets, bakeries, dairies, canneries, etc. The Housewives' League.

#### 5—HOW OTHER PEOPLE COOK

Food and cooking in England, Germany and France. Lessons from national food material and dishes. The foods of Chinese coolies, East India workmen, Italian peasants, German peasants, German workmen, American farmers, American and English workmen.

#### 6—THE FAMILY FARE

The best weekly fare for the average American family regardless of expense. The best obtainable weekly fare by a family of five on an income, for food, of \$6 per week.

CONSULT

- The Home, by A. P. S. Gilman;  
 Toilers of the Home, by L. Pettengill;  
 The House, Its Plan, Decoration and Care, by  
 I. Bevier;  
 Household Management, by B. M. Terrill;  
 Principles of Cooking, by A. Barrows;  
 Household Hygiene, by S. M. Elliott;  
 Chemistry of the Household, by M. E. Todd;  
 Food Products of the World, by M. E. Green;  
 The Science of Nutrition, by E. Atkinson;  
 Farmer's Bulletins, by the U. S. Department of  
 Agriculture;  
 Food and Dietetics, by A. P. Morton;  
 The New Housekeeping, by Mrs. C. M. Frederick;  
 Poole's Index to Periodical Literature;  
 Domestic Blunders of Women, by Augustus  
 Moore;  
 The Making of a Housewife, by Isabel Curtis;  
 The Library of Home Economics (twelve volumes);  
 Increasing Home Efficiency, by M. B. and R. W. Bruère;  
 Motion Study in the Household, by F. B. Gilbreth in the *Scientific American*, April, 1913, and in *Home Economics*, December, 1912;  
 See also list of books on Woman as Housekeeper.

## The Modern Novel

### I

The development (or history) of the novel as a form of literature.

### 2

The rise of the analytic novel. Fielding, Richardson, Jane Austen and their contemporaries.

### 3

The romantic novel. Scott, Hugo, Dumas and Goethe. The revival in Stevenson and Kipling.

### 4

The school of realism. Trollope, George Eliot, Reade, Dickens, Brontë, Balzac, Zola, Tolstoi, Gorky, Hardy, Howells, Shaw, Sudermann and Arnold Bennett.

### 5

Psychologic introspection in novels. Mrs. Gaskell, George Eliot, Meredith, Paul Bourget, Henry James, Edith Wharton, George Moore, Hewlett, Galsworthy and De Morgan.

### 6

Temperamental expression and formal beauty. Flaubert, Daudet and Pierre Loti.

## 7

Social forces as expressed in the modern novel. The novel as an educator. Charles Dickens and social reforms; his position as an educational reformer; the prominence given in his books to child training in homes, schools and institutions. Thackeray; his expression of social unrest in high life and his revolt against the representation of life in a false light in fiction. Charles Reade and his relation to the abuses of the day. Charles Kingsley and Christian socialism. George Eliot and the awakening of the social conscience in the individual. Mrs. Humphry Ward and the social conscience of groups of people. Writers who express some phase of the spirit of today.

## 8

The novel as literature; a critical review. Writers who neglect artistic structure to present ideas in science, religion, economy or philanthropy. Poor writers who do not understand literary forms. Literary masterpieces.

## CONSULT

The English Novel and the Principles of its Development, by S. Lanier;

Development of English Literature and Language, by A. H. Welsh;

Evolution of the English Novel, by R. H. Stoddard;

Development of the English Novel (especially eighteenth and nineteenth century), by W. L. Cross;

Social Ideals in English Letters, by V. Scudder;

Modern Guides of English Thought, by R. H. Hutton;

British Novelists and their Styles, by D. Masson;

Pen Pictures of Modern Authors, by W. Shepard;

Essays in Literary Criticism, by R. H. Hutton;

History of the Novel Previous to the Seventeenth Century, by F. M. Warren;

Studies in Early Victorian Literature, by Fred-  
eric Harrison;

Studies of Prose Fiction, by Bliss Perry;

The English Novel, by W. A. Raleigh;

History of Prose Fiction from Greek Times to the End of the Eighteenth Century, by J. C. Dunlop;

History of English Prose Fiction, by Bayard  
Tuckerman;

Early Prose Romances, by Henry Morley;

The Novel, What It Is, by F. M. Crawford;

Criticism of Fiction, by W. D. Howells;

Technique of the Novel, by C. F. Horne;

Poole's Index to Periodical Literature.

### **Modern Thought—Main Currents in the Movements of the Day**

It is suggested that these subjects be not taken up profoundly, but rather that an investigation be made of the spirit of each movement, and not of its history. The idea of this program is to awaken interest in different phases of human activities rather than to add to one's memory of facts and historical data. The topics may be subdivided or combined according to the number of meetings. Short papers and discussion are recommended. Extract the core of the topic and get the real meaning of the movement.

### **LITERATURE**

The modern novel and the old as to style, subject and treatment. Life of today expressed in fiction. Trace common traits of style and workmanship in the stories of Bourget, Meredith, Henry James and Mrs. Wharton. Is the love of art and poetry declining? The spirit of the modern drama as exemplified by Sudermann, Ibsen, Maeter-

linck, Shaw and others. Writers who are influencing their age. See Poole's Index and The Reader's Guide for magazine articles on these subjects and all those to follow.

## MUSIC

The development of musical instruments, mechanical players, etc. Musical art and sentiment as shown in modern music. Composers who influence their age, such as Wagner, Brahms, Richard Strauss and Debussy. The opera and its presentation as a modern phase.

## CONSULT

Music of Tomorrow and Phases of Modern Music, by Lawrence Gilman;

History of Modern Music, by L. C. Elson;

Chapters of Opera, by H. E. Krehbiel;

Mezzotints in Modern Music, by James Huneker;

The Story of Music, What is Good Music and How Music Developed, by W. J. Henderson;

Stars of the Opera, by Mabel Wagnalls.

## FINE ARTS

Tendencies in European art. The art and value of the illustrator and cartoonist.

The Arts and Crafts movement. Define American art.

**CONSULT**

The Art of Caricature, by Grant Wright;  
English Book Illustration, by R. E. D. Sketchley;  
Modern Art, by Richard Muther;  
Childhood of Art, by H. G. Spearing;  
New Tendencies in Art, by H. L. Poore;  
The Arts and Crafts Movement, by T. J. Cobden-Sanderson;  
Some Chapters in the History of the Arts and Crafts Movement, by O. L. Triggs;  
Art for Life's Sake, by C. H. Caffin;  
Art and Common-sense, by Royal Cortissoz.

**RELIGION**

The influence upon each other of Eastern and Western thought. The Church and institutional work. The Sabbath and recreation. The liquor question.

**CONSULT**

The Scientific Basis of Sabbath and Sunday, by R. J. Floody;  
Liquor Problem, by J. S. Billings and others;  
The Saloon Problem and Social Reform, by J. M. Barlow;



The Day of the Country Church, by J. O. Ashenhurst;

The Saloon under the Searchlight, by G. R. Stuart;

Forward Movement of the Last Half Century, by Arthur T. Pierson;

American Social and Religious Conditions, by Charles Stelzle.

## MEDICINE AND PSYCHOLOGY

Fads in food and treatment. The mental cure of disease. Mrs. Eddy and The Emmanuel Movement. Psychotherapy.

## CONSULT

Health, Strength and Happiness, by C. W. Saleeby;

The Hygiene of the Mind, by T. S. Clouston;

Health and Happiness, by Samuel Fallows;

Mind, Religion and Health, by Robert Macdonald;

The Influence of the Mind on the Body, by Paul Dubois;

The Education of the Will, by Jules Payot;

Religion and Medicine, by Elwood Worcester;

The Psychic Treatment of Nervous Disorders by Paul DuBois;

Mind and Brain, by Elmer Gates;

Hypnotic Therapeutics, by J. D. Quackenbos;

Instinct and Health, by Woods Hutchinson;

Common-Sense View of the Mind Cure, by  
Laura M. Westall;

The Unconscious Mind, by Alfred T. Schofield;  
Mind and Health, by E. S. Weaver;

Nervous Breakdowns and How to Avoid Them,  
by Charles D. Musgrove;

Psychology and Individual Efficiency, by Hugo  
Münsterberg.

### SCIENCE AND PHILOSOPHY

The wireless age; a glance ahead. New applications of electricity. Modern methods of transportation and communication. Seismograph. The Rockefeller Institute. Professor Carrel and his work. The Darwinian theory. Alfred Russell Wallace. Henri Fabre. Evolution, religion and science. Henri Bergson and William James. Luther Burbank and plant life. New discoveries, radium, etc.

### CONSULT

Biology and Its Makers, by W. A. Locy;  
Last Words on Evolution, by E. H. Haeckel;  
Progress of the Century, by A. R. Wallace;  
New Creations in Plant Life, the Life and Work  
of Burbank, by W. S. Harwood.

## SOCIOLOGY

Municipal housekeeping and municipal control of utilities. Boards of health and the enforcement of ordinances against expectoration, noises, nuisances, etc. Garbage disposal. Municipal art.

## CONSULT

The Improvement of Towns and Cities, by C. M. Robinson;

Modern Civic Art, by C. M. Robinson;

The City the Hope of Democracy, by F. C. Howe;

American Municipal Progress, by Charles Zueblin;

A Decade of Civic Development, by Charles Zueblin;

Municipal Control of Public Utilities, by C. L. Pond;

Municipal Ownership, by Major L. Darwin;

The Uprising of the Many, by C. E. Russell.

## SOCIALISM AND COLLECTIVISM VERSUS

## SINGLE TAX

Cooperative schemes. Philosophical anarchy. Immigration and its problems. Syndicalism.

## CONSULT

- Three Acres and Liberty, by Bolton Hall;  
Immigration, by P. F. Hall;  
Labor Copartnership, by H. D. Lloyd;  
Socialism Made Plain, by A. L. Benson;  
Social Unrest, by J. G. Brooks;  
Socialism in Theory and Practice, by Morris  
Hillquit;  
The Condition of Labor, by Henry George  
Crowds, by G. S. Lee;  
The Individual and Society, by J. M. Baldwin;  
Social Forces, by E. T. Devine;  
Social Evolution and Political Theory, by L. T.  
Hobhouse;  
Discovery of the Future, by H. G. Wells;  
Mankind in the Making, by H. G. Wells;  
Syndicalism, Industrial Unionism and Socialism,  
by John Spargo.  
See also list under SOCIOLOGY.

## HISTORY

The territorial and colonial expansion of the United States. Changes and unrest in modern governments. The peace movement. Leading statesmen of the day and their policies.

### CONSULT

- Poole's Index;
- Newer Ideals of Peace, by Jane Addams;
- The Arbiter in Counsel (published by Macmillan);
- Ethics of Force, by H. E. Warner;
- Territorial Growth of the United States, by William A. Mowry;
- Expansion under New World Conditions, by Josiah Strong.

### EDUCATION

Child study. Manners and the home training of children. Recreation. Children's reading. The Juvenile delinquent, Juvenile courts and reform schools. The cottage system for asylums and reform work. The Kindergarten and Montessori Systems, their relation to elementary, secondary and vocational education. Coeducation. Industrial and manual training. Technical, business, trade and vocational schools.

### CONSULT

- The Psychology of Child Development, by Irving King;
- Youth, by G. Stanley Hall;

Development of the Child, by Nathan Oppenheim;

Health-Care of the Baby, by Louis Fischer;

The Training of the Human Plant, by Luther Burbank;

The Young Malefactor, by Thomas Travis;

The Administration and Educational Work of Juvenile Reform Schools, by D. S. Snedder;

The Delinquent Child and the Home, by S. P. Breckenridge;

Pedagogical Anthropology, by Maria Montessori;

Poole's Index;

Aspects of Child Life and Education, by G. Stanley Hall;

The Care and Training of Children, by Le Grand Kerr;

The Child and the Curriculum, by John Dewey;

Beginnings in Industrial Education, by P. H. Hanus;

Our Children, Our Schools and Our Industries, by A. S. Draper;

Educational and Industrial Evolution, by F. T. Carlton;

See also list under SCHOOL SYSTEMS, and CHILDREN'S LITERATURE.

## **PHILANTHROPY AND WELFARE WORK**

Modern philanthropy in its constructive aspect as compared with old-time alms-

giving. Settlement work. The Associated Charities Bureau. Friendly visitors. District nursing. Workrooms. Woodyards. Municipal employment bureaus. Legal Aid Associations. The Consumers' League. Social Settlements. Care of Dependent Children. Defectives: the blind, deaf, feeble-minded, maimed and insane. The Federal children's bureau. Child labor. Institutions for the criminal classes. Prison reform. Probation system. Reform schools.

### CONSULT

Friendly Visiting among the Poor, by Mary E. Richmond;

Social Settlements, by C. R. Henderson;

Philanthropy and Social Progress, by Jane Addams and others;

Betterment, Individual, Social and Industrial, by E. W. Cook;

Modern Methods of Charity, by C. P. Henderson and others;

Constructive and Preventive Philanthropy, by Joseph Lee;

Principles of Relief, by E. T. Devine;

Poverty, by Robert Hunter;

In Loco Parentis, by Rev. M. G. Vine;

The Bitter Cry of the Children, by Mrs. Van Vorst;

The Right of the Child to be Well Born, by George E. Dawson;

Charities and Corrections, Proceedings and Reviews;

The Care of Destitute, Neglected and Delinquent Children, by Homer Folks;

National Child Labor Committee's Reports;

International Prison Commission Reports;

Proceedings of the National Conference of Charities and Correction;

The Progress of Eugenics, by C. W. Saleeby, M. D.;

Punishment and Reformation, by F. H. Wines.

See also list under SOCIOLOGY.



## **The Renaissance—its Geographical Results**

### **I**

Outline study of the revival of learning. Geographers of old. Strabo and Ptolemy. The discoveries of Copernicus, Kepler and Galileo. (Consult *The Holy Roman Empire*, by James Bryce.)

### **2**

Early discoveries of America. The Norsemen; why they did not stay. Columbus and what his voyage proved to navigators. The Italian navigators. (Consult: *The Discovery of America*, by John Fiske.)

### **3**

The old maps of Toscanelli. Johann Ruysch (1508). The Lenox Globe (about 1510). The globe of Orontius Finaeus (1531). Kaufmann, Mercator and others.

### **4**

The 16th century. The transition from medieval to modern political conditions. The opening up of the whole world. New knowledge of the earth.

## 5

The Portuguese pioneers in Asia. Their ultimate failure in the East after pointing out the route to Asia by way of the Cape of Good Hope. The Spanish navigators.

## 6

The Elizabethan navigators. Contrast English and Spanish settlers and colonists.

## CONSULT

The Discovery of America, by John Fiske;  
The Winning of the West, by Theodore Roosevelt;  
The Voyages of Elizabethan Seamen, by E. J. Payne;  
Westward Ho, by Charles Kingsley

## 7

Other navigators. The Swedes on the Delaware. The Dutch on the Hudson. The French laying the foundations upon which others built. Huguenot settlements in America. Russia's march across Asia. Japan under Hideyoshi curbing the power of the feudal barons.

## CONSULT

The History of the United States, by Bancroft;  
The History of the United States, by Higginson.



8

The status of Europe and America today  
as to colonies and settlers.

CONSULT

The Renaissance, by J. B. Oldham;

The Story of the Renaissance, by W. H. Hudson;

The Civilization of the Renaissance in Italy, by  
Jacob Burckhardt;

The Romance of Discovery, by W. E. Griffis;

Stories of Geographical Discovery—How the  
World Became Known, by Joseph Jacobs;

Portuguese Discoveries, Dependencies and Mis-  
sions in Asia and Africa, by A. J. D. D'Orsey;

Italy's War for a Desert, by Francis McCullagh.

### School Systems

This program has been planned to bring about an intelligent interest in, and knowledge of, the public school systems of this and other countries. Members of the club should visit schools freely, talk with teachers and principals and observe work in the school room. The object of these visits should be to learn what it is that superintendents, principals and teachers are trying to accomplish. There should be much discussion at the meetings. Public libraries will furnish lists of books and the pedagogical magazines of the day. There are few topics so important for the women of a city to study as the school system of the United States.

#### I

The Montessori method. Kindergarten and primary schools. Play and pleasure. Are they incompatible with work, duty, acquisition and growth? Consideration of the transition from kindergarten to primary classes.

2

Grammar grades. Adaptation of the work of the schools to the needs both of children who leave at 14 and those who go to high school. Fads.

3

High schools. Problems of transition from grammar to high school grades. A rounded course for boys and girls who will not go to school hereafter. A preparation for college.

4

Manual training high school. Its relation to technical, vocational and professional education.

5

Continuation schools. The apprentice system. Trade schools. Business colleges.

6

Technical schools. Universities and colleges.

7

Out door schools. Experimental schools. All year schools. Ungraded schools.

Schools for delinquents. Schools for defectives. Reform schools.

**8**

Private schools; a comparison with public schools. Finishing schools for young ladies.

**9**

Normal schools. The kind of teachers we ought to make.

**10**

Child labor laws and compulsory education. Feeding and clothing of school children.

**11**

Moral education or children in school. Teaching sex chastity and citizenship.

**12**

Children's literature. Story telling. Literature for the adolescent.

**13**

Boards of education. School architecture. School hygiene. School money.

**CONSULT**

- The School and Its Life, by C. B. Gilbert;
- The School and Society, by John Dewey;
- School Civics, by F. D. Boynton;
- Pedagogical Anthropology, by Dr. Maria Montessori;
- Euthenics, the Science of Controllable Environment, by Ellen Richards;
- Social Principles of Education, by C. H. Betts;
- Career of the Child, by M. P. E. Groszman;
- Educational Problems, by G. Stanley Hall;
- Aspects of Child Life and Education, by G. Stanley Hall;
- School Funds and their Apportionment, by E. P. Cubberly;
- Among School Gardens, by M. L. Greene;
- Scientific Management of Education, by J. M. Rice;
- Agricultural Education, by J. R. Jewell;
- Wider Use of the School Plant, by C. A. Perry;
- Principles of Education, by F. F. Bolton;
- Annals of Educational Progress, published yearly by Lippincott;
- Education for Efficiency, by C. W. Eliot;
- Current Educational Activities, by J. P. Garber;
- See books under **TRAINING OF THE HAND** for industrial and manual education.

## Sociology

What has been, what is, what tends to be. This outline of a program on Sociology is not intended to be definite. It may be enlarged or simplified. The club may use it as a suggestion for the direction the study may take and the topics may serve as an indication of some of the leading problems of the day. The books recommended will assist in filling out the program in further fields. The idea is to study the status of movements, not details, so that one may be led to an intelligent comprehension of modern affairs.

### I

Man's place and power on the globe. His relation to his habitat. The extension of his power due to improvement in society, not in the individual. Civilization the welding of men into the social organization or economic body. Knowledge gained from cooperation. Development of the social man. Social forces active in social changes.



## CONSULT

Science of Political Economy, Part I, by Henry George;

Foundations of Sociology, by E. A. Ross;

Evolution of Industrial Society, by R. T. Ely;

Theory of Social Forces, by S. N. Patton;

Sociology, by John Bascom.

## 2

The hunting and fishing stage of the race. The pastoral and agricultural. Development of handicraft. The industrial classes. The military era one of concentration. The industrial era one of diffusion. (Same references as above.)

## 3

The family: its meaning as an institution in human society. Its development and function in the past. The influence of the modern family as an institution in social life. (Consult: The Family, by Helen Bosanquet.) The nation: its origin, growth, rights and normal powers. The nation's relation to other nations. The nation and the family. The nation and the individual. (Consult: The Nation, by Elisha Mulford.)

## 4

Social laws. Units and groups. The mob mind. The struggle between classes, corporations and parties for the advancement of their respective interests. Class divisions. Unequal opportunities. Monopoly. Cooperation conscious and unconscious. Competition: its nature, permanency and value. The distribution of wealth.

## CONSULT

Irrational Distribution of Wealth, by Bryon C. Matthews;

Monopolies and Trusts, by R. T. Ely;

Social Unrest, by J. G. Brooks;

Our Benevolent Feudalism, by W. J. Ghent;

The Rise of the Democracy, by Joseph Clayton;

Anarchists, their Faith and their Record, by E. A. Vizetelly.

## 5

Municipal or state ownership of natural monopolies versus supervision or control by the same.

## CONSULT

Monopolies and Trusts, by R. T. Ely;

Municipal Monopolies, by E. W. Bemis;

Monopolies, Past and Present, by G. E. Le Rossignol;

Wealth against Commonwealth, by H. D. Lloyd.

## 6

Taxation. The income tax. The inheritance tax. The land tax. Tax on production, etc. The tariff. Protection and free trade.

## CONSULT

What Shall be Taxed? What Shall be Exempt? by Edward Atkinson, in his *Industrial Progress of the Nation*;

Taxation of American States and Cities, by R. T. Ely;

A B C of Taxation, by C. B. Fillebrown;

Who Pays Your Taxes? by Bolton Hall;

Man and the State, by T. G. Shearman.

## 7

Social conditions which affect the home. Municipal health and morals. Food adulteration. Laws for the protection of minors. The saloon question. Public comfort stations, baths, etc. Recreation for the people. Factory inspection. Child labor and compulsory education. Education in a democracy. Our school system. The education of defectives and delinquents. Immigration.

## PROGRAMS

III

### CONSULT

Education and the Larger Life, by C. H. Henderson;

Educational Reform, by Charles W. Eliot; especially the essay on The Function of Education in a Democracy;

Betterment, Individual, Social, Industrial, by E. W. Cook;

Immigration, by P. G. Hall;

See also lists under WOMAN AS HOUSE-KEEPER and THE KITCHEN.

### 8

Suffrage and the position of women. Philanthropy. Cooperation in work with the criminal, insane, infirm, defective and delinquent classes. Juvenile courts. Probation work. Civic art. An awakened civic conscience.

### CONSULT

Elimination of the Tramp, by Edmond Kelly;

Efficient Democracy, by W. H. Allen;

Modern Philanthropy, by W. H. Allen;

Poverty, by Robert Hunter;

Efficiency and Relief, by Robert Hunter;

Democracy and Social Ethics, by Jane Addams;

Modern Civic Art, by C. M. Robinson;

Improvement of Towns and Cities, by C. M. Robinson;

Construction and Preventive Philanthropy by Joseph Lee;

Enfranchisement and Citizenship, by E. L. Pierce;

Modern Woman's Rights Movement, by K. Schirmacher;

What Eight Million Women Want, by R. C. Dorr;

Social Forces, published by Woman's Suffrage Association;

See also lists under WOMAN AS HOUSE-KEEPER and MODERN THOUGHT.

## **The State we live in**

### **I**

Physiology and geography. Boundaries. Its relation to contiguous land and water. Watersheds. Rivers and canals. Bays, ocean front and general topography.

### **2**

Geology and formation. Present conditions. The flora, fauna and climate. Advantages and disadvantages of the above conditions.

### **3**

The first inhabitants. Origin, characteristics, customs and remains. Treatment by settlers and government.

### **4**

Settlers: their character, condition, early history and development. Their part in the historic events of the nation.

### **5**

Historic persons and places.

### **6**

History to date. The growth of cities and their influence on other states.

7

Resources, industries and commerce.

8

Social problems. Education. Progress.  
Literature and art.

9

Duties and privileges of citizens in relation to the state.

10

NOTE: If any original work is done, put it in proper form and place it where others may make use of it.

Ask your state library or members of your state legislature for material about your state.

CONSULT

Readings on American State Government, by P. S. Reinsch;

Poole's Index and The Reader's Guide will furnish articles about state affairs, such as State's Rights, Conferences of Governors (House of Governors), and special topics of interest on state matters.

## Training the Hand

### I

Development of industries and their relation to the sciences and arts. The house industries. Fishing and hunting. The pastoral and agricultural stages of man. The age of metal. Trade and transportation. The city stage with the feudal system.

### 2

The handicraft system arising in Europe with the use of money. The freeing of slaves and serfs. The development of commerce and rise of free towns. Development of the crafts and guilds.

### 3

The factory system; its growth, value and relation to art. The production of shoddy wares. The turning of men into machines. The market value of goods the chief test of artistic merit. Common things made beautiful. Cheapness obtained at the cost of cheapening of life and labor.



## 4

History of industrial activities as a factor in developing the social consciousness of children. The close relation between the attitudes of the child and the serious activities of society in all ages. Play as a rehearsal of ancestral work. The recognition of the historical continuity of race efforts as a humanizing power.

## 5

The place of house industries and the place of handicrafts in education. (For the distinction between these see Katherine E. Dopp's *The Place of Industries in Elementary Education*.)

## 6

Sense culture through manual training. Stocking the understanding with ideas which provide the basis for language and number study. The use of the tools of a child's body, or direct contact of hands with material. The child's overpowering desire to use his hands. Use of manual training in elementary schools in directing

natural destructive impulses toward construction. The time for use of artificial tools or extension of the child's own natural tools.

## 7

The educational value of manual training in the public schools. The relation of head and hand. Manual training and brain building for the poet as well as for the blacksmith. Unskilled labor develops few and crude motor ideas. Skilled labor develops accurate motor sensations and ideas and fine coordination of muscular movement. Attempt to join the skilled hand and the cultured mind. The effort to produce the man who is good for some specific thing. The effect of manual training on will power and character, on the desire to know and the ability to judge and reason. The lessons of attention, concentration, correct reasoning, accuracy, neatness, perseverance and decision. The distinction between manual training and physical exercise. Manual training as educational and vocational. The difference

between manual training schools and trade or technical schools. Elementary school training formative for psychological reasons. Secondary school training the same but consciously vocational.

## 8

Meaning of the arts and crafts movement to society in town and country. A rebellion against the reckless waste of life in the pursuit of the means of life. The attempts to establish a brotherhood between the designer and the craftsman. The protest against the lack of beauty in modern life. The decoration of utilities. The beauty of common things. The revival of village industries.

## CONSULT

The Place of Industries in Elementary Education,  
by K. E. Dopp;

The Mind and Hand, by C. H. Ham;

Education in Its Relation to Manual Industry,  
by A. MacArthur;

The Evolution of Industrial Society, by R. T.  
Ely;

Industrial Social Education, by W. A. Baldwin;

Psychology of Industrial Efficiency, by Hugo Münsterberg;

Arguments for Manual Training, by N. M. Butler;

Hopes and Fears for Art, by W. Morris;

William Morris, His Art, by A. Vallance;

Arts and Crafts in the Middle Ages, by J. DeW. Addison;

Craftsmanship in Competitive Industry, by C. R. Ashbee;

The Arts and Crafts of Our Teutonic Forefathers, by G. B. Brown;

Peasant Art in Austria and Hungary, edited by Chas. Holme;

Peasant Art in Sweden, Lapland and Iceland, edited by Chas. Holme;

The Claims of Industrial Art, by L. W. Miller;

Crowds, by Gerald Stanley Lee.

See Poole's Index and The Reader's Guide for articles on all these topics.

## Woman as Housekeeper and Home-maker

### I

Development of woman from the primitive to the modern housekeeper.

### 2

Home-making vs. housekeeping.

### 3

Domestic tradition vs. domestic science.

### 4

Possibilities of better methods of housecleaning, laundering and cooking.

### 5

Simplicity, economy, waste of time and strength. Things we can do without.

### 6

The importance of mastering details.

### 7

Reason for failures in cooperative schemes.  
The Housewives' League.

**8**

The interior arrangement of the house for convenience, comfort and beauty.

**9**

Domestic service from the standpoint of the mistress and of the servant.

**10**

Training schools for housekeepers.

**11**

The relation of science to health and luxury.

**12**

The decoration of the house.

**13**

Art and utility in the home. The use and abuse of ornament. Art and housecleaning.

**14**

Woman's growth in responsibility from the primitive housekeeping for a family, to

the larger housekeeping of her city, her state, her nation. Her interest in the care of schools, workshops, public baths, laundries, public health, streets, houses of the poor, etc.

### CONSULT

- The Cost of Shelter, by E. H. Richards;
- The Habitations of Man in All Ages, by Viollette-Duc;
- The Home, Its Work and Influence, by C. P. S. Gilman;
- The Simple Home, by C. Keeler;
- Woman's Share in Primitive Culture, by O. T. Mason;
- Woman and Economics, by C. P. S. Gilman;
- Principles of Home Decoration, by C. Wheeler;
- The Decoration of Houses, by Edith Wharton;
- Homes and their Decoration, by L. H. French;
- The Furniture of Our Forefathers, by Esther Singleton;
- Textiles and Coloring, by K. H. Watson;
- Household Management, by B. M. Terrill;
- Farmer's Bulletins (United States Department of Agriculture);
- Home Building and Furnishing, by W. L. Price;
- Home Furnishing, Practical and Artistic, by J. W. Dow;
- The Country House, by C. E. Hooper;

Increasing Home Efficiency, by M. B. and R. W. Bruere;

The Modern Household, by Marion Talbot;

Woman in Modern Society, by Earl Barnes;

The Woman Who Spends, by B. J. Richardson;

The Upholstered Cage, by J. B. Knowles;

The American Woman and Her Home, by Mrs. A. L. Hillis;

Fatigue and Efficiency, by J. G. Goldmark;

The New Housekeeping, by Mrs. C. M. Frederick;

One Thousand Practical Receipts, by B. E. Jones;

Motion Study in the Household, by Frank B. Gilbreth in the *Scientific American* for April 13, 1912, and in the *Journal of Home Economics* for December, 1912;

Household Engineering, by Mrs. Frank A. Pattison;

Decorative Styles and Periods, by H. C. Candee;

Adventures in Homemaking, by Robert and Elizabeth Shackleton;

Woman and Tomorrow, by W. L. George;

The Truth about Woman, by C. Gasquoine Huntley (Mrs. Gallichan);

The Woman Movement, by Ellen Key;

Homes of Character, by J. H. Newson;

Reclaiming the Old House, by C. E. Hooper;

Woman, Marriage and Motherhood, by E. S. Chesser;

The Old-Fashioned Woman, by E. C. Parsons.



## **The Woman at Work**

### **I**

The women of the colonies. How they worked and under what conditions.

### **2**

Home industry. Conditions which compelled women to confine their work to the physical home.

### **3**

The development of industries outside the home. Much of women's work necessarily away from the home in consequence of this condition.

### **4**

The effect of this upon the home.

### **5**

The effect of this upon the woman.

### **6**

The necessity for women to go out from the home. Why this has come about.

7

Fields open to women. The professions, shops, factories, stores, crafts, domestic service and other fields.

8

Woman's wages. The effect upon men's wages.

9

Training women for life at home, and training for life abroad in the business world.

10

Effect of this employment outside the home upon motherhood and marriage.

11

The strength and weakness of the woman who works.

12

Ideals for the training of the woman for her sphere as woman, not for her sphere as men see it to be.

13

Conventionalities about women. Their development and true status. A backward glance at some radical outbreaks of women

from her so-called sphere and the attitude today of her critics with regard to these same actions.

# CONSULT

Woman in Industry, by Edith Abbott;  
The Woman Who Spends, by B. J. Richardson;  
Woman's Ways of Earning Money, by Cynthia W. Alden;

The Economic Position of Women (the Academy of Political Science, Proceedings, vol. I, No. 1);

Women in Industry, by L. D. Brandeis and Josephine Goldmark;

Personal Hygiene for Girls, by Mary Humphreys;  
Selected Articles on the Employment of Women, compiled by Edna D. Bullock;

Women and the Trades, by E. B. Butler;  
Women's Work and Wages, by Edward Cadbury and others;

Health and Happiness; a Message to Girls; by Eliza M. Mosher;

Wage Earning Women, by A. M. MacLean;  
Women in Industry, by E. A. Ross (in his Changing America);

Woman and Labor, by Olive Schreiner;  
Report of the U. S. Bureau of Labor on Conditions of Woman and Child Wage Earners in the U. S.

Social Forces, published by the Wisconsin Woman's Suffrage Association.

## IV

### HOW TO FORM A CLUB

Call the interested people together and state why you have done so. Ask some one to take charge of the meeting. This Chairman pro tem should then call for the appointment of a Secretary pro tem for that meeting. The next thing to do is to move that a club be organized. The first motion should be to that effect. A committee should then be appointed to draft a constitution, this committee to report at the next meeting. A Nominating Committee is next appointed. When the constitution has been adopted permanent officers are to be elected under its requirements. When the committee on the constitution makes its report, the first move is to accept the report. Next, each article is read separately and amendments are called for. If there are no amendments, no vote is taken on the dif-

ferent articles. When an article is amended, it is moved, that the article "be approved as amended." The constitution as a whole is then open to amendment. The next move is to adopt the whole constitution as amended. By-Laws and Standing-Rules are adopted in the same way. Officers are next elected according to the requirements of the constitution. The business of the Club then proceeds.

## V

### PARLIAMENTARY DEFINITIONS

These definitions, alphabetically arranged and briefly stated for ready reference, have been compiled from the following authorities which may be consulted for fuller explanations of parliamentary practice: Pocket Manual of Rules of Order for Deliberative Assemblies, by H. M. Robert; Primer of Parliamentary Law, by J. T. Robert; Rules—A Manual of General Parliamentary Law, by Thomas B. Reed; Parliamentary Lessons Based on Reed's Rules, by Mary U. Lee; Manual of Parliamentary Practice (Cushing's Manual), by L. S. Cushing; The Parliamentarian, by C. W. Trow; Warrington's Manual, edited by W. S. Robinson; The Woman's Manual of Parliamentary Law, by H. R. Shattuck; Parliamentary Usage, by E. A. Fox; Parliamentary Procedure, by G. G. Crocker; Guide to the Conduct of Meetings, by G. T. Fish.

"The great purpose of all rules and forms," says Cushing, "is to subserve the will of the assembly rather than to restrain it; to facilitate and not to obstruct the expression of their deliberate sense." The objects gained by them, says Jefferson, are, "Accuracy in business, economy of time, order, uniformity and impartiality."

**Acclamation**, voting by. See *Voting*.

**Adjourn**: A motion to adjourn cannot be made when another member has the floor, when a vote is being taken, or when the Chair is stating a question or ruling. It is in order when the Chair has stated a question or ruling, before the voting has begun, or before the result has been announced. When a motion to adjourn has been lost, it can be renewed after subsequent business. It is not debatable, cannot be amended and takes precedence of all other motions, except to *Fix the Time*. When the time to adjourn is fixed, the Chair adjourns a meeting without a motion. See also *Meetings*.

**Amend**, to change. An amendment, tho

different in spirit, must relate to the motion, resolution or article under discussion. An amendment may be, to insert, to strike out, or to strike out and insert. A whole motion may be stricken out and a new one inserted if relevant. It is out of order to strike out or insert the word " not ", or any negative which makes the motion read exactly the opposite. Numbers and names are not treated as amendments. The original motion must be read, then the change and then the whole motion as amended. An amendment is carried by a majority of the votes cast (except in case of the Constitution, By-Laws and Rules of Order). The mover of a motion may accept an amendment and it thus becomes a part of the motion. Two separate amendments may not be before the assembly at the same time. The first amendment may be amended once only. An amendment is voted on first; and then the motion as amended. An amendment to an amendment is voted on first, then the amendment as amended, and then the original motion as amended. The form when putting an amended amend-



ment is, "The question now recurs on the adoption of the amendment as amended." When it is desired to further change an amended amendment, the course is to "Reconsider." See also *Giving Notice Postpone, Commitment*.

**Appealing from the Decision of the Chair:** See *Decision of the Chair*.

**Auditor, and Auditing Committee:** One or more persons who examine the Treasurer's accounts and certify whether or not the yearly report is correct. An acceptance of the Auditor's (or Auditing Committee's) report signifies that the Treasurer's report is correct.

**Ballot:** See *Voting*.

**Blanket Ballot:** A collection of individual ballots all printed for convenience on one sheet of paper. Each separate office voted for must be regarded as having a separate ballot.

**By-Laws:** Statements of the working details of the laws outlined in the Constitution. They are numbered as adopted. (The Constitution states what the officers shall be, the By-Laws define their duties.)

They do not need so long a notice for amendment as the Constitution, and may provide for their own amendment by unanimous vote without previous notice.

**Chairman:** The person in charge of the meeting. One who calls a meeting to order is the chairman pro tem until a permanent chairman is appointed or elected. The maker of a motion to commit is not necessarily entitled to be chairman of the committee. A committee is at liberty to appoint its own chairman, but the first named member is usually accepted for the office. A chairman of a committee should sign all reports. See also *Committee*.

**Close Debate:** See *Previous Question*.

**Commit:** See *Commitment*.

**Commitment:** Placing a matter in the hands of a committee. A motion to commit is debatable and involves the merits of the subject committed. A motion to commit may supersede a motion to amend. To recommit is to refer the matter again to a committee.

**Committees:** The Constitution should provide for committees according to the

needs of the organization. (Such as on program, hospitality, publicity, etc.) There are Standing Committees which are in charge of routine business and work extending throughout the season; special (or Select) Committees, which are elected or appointed for special business as it comes up, and Committee of the Whole. An odd number of members for a committee is best. For deliberation a large committee is desirable; for action a small one. If the committee is appointed by the chair, the chair may also appoint the chairman. Again the chairman may be appointed by the chair and then allowed to select her own committee. The chair may appoint a committee at once, or in the future. If the chairman of a committee cannot get a quorum of her committee after repeated attempts, she may present a report of her own and state the circumstances when she submits it to the club. If the chairman neglects to call the committee together, one of the members may do so. If the club nominate a committee, a vote is taken on each member. No person may nominate more than one

member (except with unanimous consent). A committee may Recommend, Amend or Adopt. No other motions are in order. It is usual to appoint members favorable to the matter. A majority of the members makes a quorum. Without special permission it may not sit when the club comes to order.. See also *Chairman* and *Nominating Committees*.

**Committee Reports:** When a committee reports to the club the question is usually put as to whether the report should be accepted. This frees a temporary committee from further obligation. When a report is submitted, amendments to it are voted upon first, and then the whole report as amended. Reports are considered paragraph by paragraph and then adopted as a whole. The preamble (if any) is considered last. When a report calls for action the motion is to "adopt". A statement of fact calls for a motion to "accept". A report ending with a resolution calls for a motion to "agree to the resolution".

**Committee of the Whole:** In order to discuss a subject informally, a motion may

be made that the "assembly (or club) do now resolve itself into a committee of the whole, to take into consideration such and such a matter " (naming it). The president names a chairman, or the body may elect its own. The president leaves the chair and becomes one of the body of members, but remains to resume the chair when necessary. The chairman does not take the president's seat. The secretary does not record the proceedings, but only the report when made to the assembly. A quorum must be present. In Committee of the Whole each member may speak as many times as she can obtain the floor. This committee cannot move the Previous Question or refer any matter to another committee. It may Recommend, Amend and Adopt. It does not move to adjourn. To dissolve the meeting a motion is made that " the committee rise ". The president then takes her seat and the regular assembly resumes its session. If the business is unfinished a member moves that the committee " rise ", report progress to the assembly and ask leave to sit again. Instead of re-

ferring a matter to the committee of the whole, an assembly may at any time consider a subject informally if there is no objection. One objection makes necessary a vote. It is virtually the same as a committee of the whole and after the discussion of a subject is closed the chair reports as follows: "The assembly acting informally has had such subject under consideration and recommends so and so".

**Consideration:** Objection to. To prevent abuse of the power of any member to introduce improper or untimely subjects, another member has a right to "object to the consideration of the subject (resolution or motion)". A two-thirds vote in the negative (against consideration) prevents consideration for the entire session unless reconsidered. A vote of more than one-third in the affirmative (in favor of consideration) leaves the subject objected to as it was before. This applies only to motions introducing a subject (principal or main motions), not to amendments or regular parliamentary questions. Objections must be made after the question is stated and before anyone

has spoken on the question. It is in order when another member has the floor. The objector need not wait to be recognized. It need not be seconded and cannot be debated or amended.

**Constitution:** The laws of the club. (Usually in from five to seven parts.) 1. Name and Object of the society. (Sometimes in two parts. 1. Name. 2. Object.) 2. Qualification of members. 3. Officers (list of). 4. Meetings. 5. How to amend constitution. 6. Finance (when desired to state from what source a club derives its income). See also *By-Laws* and *Rules of Order*. By Constitution is implied also the By-Laws. Following is a sample Constitution:

## ARTICLE I

This organization shall be called the\_\_\_\_\_ Club of\_\_\_\_\_

## ARTICLE II

The object of this Club shall be to promote the culture and entertainment of its members, and for mutual helpfulness.

**ARTICLE III**

Any woman who sympathizes with the objects of this Club, and is willing to aid in promoting them, may be elected a member according to the By-law on Membership.

**ARTICLE IV**

All members are expected to take an active interest in the objects of the Club, and to perform such duties as may be assigned them.

**ARTICLE V**

**SECTION 1.** The officers of this Club shall be a President, two Vice-Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer and an Auditor.

**SECTION 2.** They shall be elected annually by ballot and hold office until their successors are duly installed; such installation shall be at the last business meeting of the Club year.

**SECTION 3.** No officer shall hold the same office for more than two consecutive terms.

**ARTICLE VI**

This Club shall be a member of the General and State Federations of Women's Clubs.

**ARTICLE VII**

This Constitution may be amended at any regular meeting by a two-thirds vote of the members present, such amendment having been presented at the preceding regular meeting and notice thereof sent with the call for the meeting at which the amendment is to be voted upon.



## BY-LAWS

### MEETINGS

I. Regular meetings of the Club shall be held twice a month, on the first and third Mondays from three to five o'clock P. M., except during June, July, August and September. The annual meeting shall be held on the third Monday in May. Special meetings may be called by the Executive Committee.

### QUORUM

II. — members shall constitute a quorum at all regular meetings. (This is regulated by the number of members.) One-fifth of the members shall constitute a quorum at special meetings.

### EXECUTIVE COMMITTEE

III. The officers of the Club, with the chairmen of the standing committees, shall form the Executive Committee, which shall have charge of the general management of the Club.

### ELECTION OF OFFICERS

IV. SECTION 1. Four weeks before the annual meeting, the President shall appoint a committee of three, to the chairman of which committee each member of the Club shall send her choice for officers to serve the ensuing year. From the names thus suggested, the committee shall prepare a ticket, choosing in each case the two having the largest number of votes, and shall present it at the annual meeting. The Club shall ballot on the officers in

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their order. A majority vote of those present constitutes election.

SECTION 2. Vacancies may be filled at any regular meeting, notice having been sent out with the call for the meeting.

SECTION 3. The officers shall perform the duties usual to their office.

### NEW MEMBERS

V. SECTION 1. Any active member of the Club may propose for membership one name a year; the same to be presented in writing, with address, and with names of two active members as vouchers, to the Membership Committee, and if approved, the chairman shall report such names to the Club to be voted upon at the regular meeting. Three dissenting votes shall exclude from membership.

SECTION 2. When elected, the signing of the Constitution, and payment of an initiation fee of ——— dollars and the annual fee of ——— dollars shall constitute membership.

SECTION 3. Members joining the Club after October 1st, must pay the initiation fee, but are exempt from dues, until the annual meeting in May. Members shall be required to qualify within two months.

SECTION 4. Honorary members must have their names presented in the same manner as active members, and be elected by a unanimous vote, but shall not be required to pay any fee, and may not vote at meetings.

SECTION 5. Former members may resume their membership according to By-Law V, but will not be required to pay the initiation fee.

## MEMBERSHIP

VI. The membership of this Club shall be limited to ——— active members.

VII. Each member shall pay an annual fee of ——— dollars at the meeting ———. The Treasurer shall notify all members before the meeting that fees are due.

## VISITORS

VIII. Members may bring visitors to the meetings, or send them with a card to the President. Guests must be introduced by the President or by the member who invited them to attend.

## COMMITTEES

IX. SECTION 1. There shall be ——— standing committees: 1, Hospitality; 2, Program; 3, Membership (name others necessary to the conduct of the Club).

SECTION 2. The Entertainment Committee shall procure place of meeting, and take charge of social meetings.

SECTION 3. The Program Committee shall suggest subjects for discussions, and persons to take part in them, and shall prepare programs, with the co-operation of the other committees.

SECTION 4. The chairmen of these committees shall be appointed by the President. They shall take office immediately after the last meeting in May and hold office for one year from that time. A member having served as chairman for two consecutive years, shall not be eligible for a third consecutive term.

AMENDMENTS

X. These By-Laws may be amended at any regular meeting by a vote of the majority of the members present, such amendment having been presented at the preceding meeting, and notice thereof sent with the call for the meeting at which the amendment is to be voted upon.

MANUAL

————— Rules of Parliamentary Law shall be the authority in the deliberations of the Club.

**Corresponding Secretary:** This officer attends to the correspondence, sends out the notices, notifies members of appointments and elections, keeps the official list of members, attends to all clerical work that is not a question of records and takes the place of the Recording Secretary when that officer is in the chair.

**Debate:** A time limit is sometimes set for debate and for each speaker. The general rule for formal assemblies is that no member shall speak twice on the same question without permission of the assembly, save when all who desire have spoken, or to make clear some matter of fact or to explain herself. One may not interrupt another

speaker. Desultory talk of members to each other is not debate.

**Decision of the Chair:** If the ruling of the presiding officer is unsatisfactory a member may appeal from the decision. If it is seconded, it may be put to vote: "shall the decision of the chair be sustained?" or "stand as the judgment of the assembly". A debatable appeal may be put before the meeting, the presiding officer stating her reasons for her decision (without leaving the chair). The form is, "I appeal from the decision of the chair". The presiding officer may take part in this debate. See *Questions of Order*.

**Delegate:** A person sent to a meeting or convention with representative powers. By law a delegate should be chosen by ballot. In informal assemblies a delegate may be chosen or appointed informally to represent the members. A delegate should be able to show credentials and should vote in the interests of the society and not as an individual. The votes of delegates are usually taken by a roll call. The name of the club and its delegate are read.

**Dependent Motion:** A motion made when another is pending. See *Subsidiary Motion*.

**Division:** Doubt as to the vote or a hope of securing a fuller vote, entitles a member to call for a recount. A division may be called for without waiting for recognition, even while another member has the floor. It needs no seconding. The affirmatives go to the right, the negatives to the left. The vote is counted by the recording secretary. See also *Voting*.

**Election:** See *Nominating Committee*, *Officers* and *Voting*.

**Executive Board:** A governing board in charge of the affairs of the club. The president and chairmen of committees should be members. The president is responsible for the conduct of the club and so should be in control of its policy and thus has a right to preside at meetings of the executive board.

**Floor:** To obtain the floor, is to get an opportunity to speak. When one voluntarily yields the floor one loses the floor. See also *Right to the Floor* and *Recognition by the Chair*.

**Giving Notice:** Notice may be given that an amendment will be offered as soon as the pending amendment is decided. This often changes the vote on the amendment.

**Honorary Officers:** See *Officers*.

**Incidental Questions or Motions:** Those which arise out of other questions or motions and are to be decided before the questions which give rise to them. These are: Questions of Order, Motions for the Reading of Papers, Permission to Withdraw a Motion, Suspension of a Rule, Amendment of an Amendment, etc.

**Independent Motion:** See *Main Motion*.

**Informal Consideration:** See *Committee of the Whole*.

**To Lay on the Table:** A motion to put a question aside for a time, to be taken up again at the same or a future meeting. Its object should not be to kill or prevent consideration, but merely to postpone action. It is not in order when another member has the floor. It does not apply to such parliamentary questions as Fixing the Time, Orders of the Day (which may be laid on the table only one by one), Adjournment,

Priority of Business and to Take from the Table. It cannot be amended or debated and requires a majority vote. If carried, it cannot be Reconsidered, but may be Taken from the Table. If lost it can be Reconsidered. As a general rule, tabling any question tables every other question that adheres to it (except an amendment to the minutes which may be laid on the table without carrying the minutes with it). A motion may be made to table a main question subject to call. This is not debatable, but the tabled motion may be taken up for consideration on the mere call of a member and no motion is required for that purpose.

**Main Motion or Main Question:** The main proposition before the assembly. No other motion can come before the assembly to interfere with this except privileged questions (so called because they are of such importance as to supersede all others at the time), Subsidiary (or Secondary) Questions (those which relate to the principal motion), or Incidental Questions. It is unparliamentary to state a main mo-



tion and a subsidiary motion together, thus preventing debate on a main motion.

**Majority:** More than one-half of the votes cast. Plurality means the largest of two or more numbers. Of 21 votes cast, if A receives 9, B 7, and C 5, A receives a plurality, but must have 11 in order to secure a majority.

**Meetings:** These are of three kinds: Annual, Regular and Special. The Annual meeting should close the club year and finish all business. Annual reports should then be made and all unfinished business acted upon. Annual elections should then be held. New officers take office at once. An adjourned meeting is legally the continuation of the meeting of which it is the adjournment. Unfinished business at the end of session may be introduced as new business at the next session. If no presiding officer is present at a meeting any member may call the meeting to order and install temporary officers.

**Meetings, Conduct of Same:** See *Order of Business*.

**Minority Report:** A report of the conclu-

sions of the minority. This may be read as a matter of courtesy. It is not acted upon but may be substituted for the majority report, or as an amendment.

**Minutes:** A record or report of the proceedings of the assembly. A resolution passed by the body and not entered on the minutes is valid if the fact can be proved. The minutes are kept by the recording secretary and should be written in ink in a book with full margins for corrections, and should be signed by the recording secretary or secretary pro tem. They must be approved by the assembly since they stand as the legal authority of the organization. (The form is "You have heard the minutes. If there is no objection they stand approved"). They may be corrected by the organization at any time. The minutes should contain only the record of action (unless the club desires to have a record kept of speeches delivered or abstracts). Motions put to vote with movers and seconders are to be recorded, with the result of the vote. Motions that are withdrawn do not appear. There should be no per-

sonal remarks, deductions or criticisms in the minutes. See *Rescind* for *Expunge from the Minutes*.

**Motion:** A proposition made to an assembly. When stated for acceptance or rejection, it is a Question; when adopted it becomes the Order, Resolution or Vote of the assembly. The proposition is before the assembly when it is moved and seconded and then stated by the chair. According to some authorities the chair need not notice a motion which has not been seconded. Others protest against making seconding obligatory. Motions are not seconded in either House of Congress, in the Legislature of Massachusetts and in some other important deliberative bodies. The form is "I move" (not "I move you"), and "I second the motion". In formal bodies the mover and seconder rise. (See *Right to the Floor* and *Recognition by the Chair*.) If the original mover wishes to withdraw the motion, she must obtain the consent of the assembly. ("If there is no objection Mrs. ——— will be permitted to withdraw her motion".) The seconder

should also withdraw, but it is not strictly necessary. A motion is lost if the Noes have it. Desultory talk, informal suggestions and agreements are not binding. Do not put a motion and ask "Those in favor to manifest it in the usual way". There is no "usual way". To facilitate routine business the chair may suggest a motion. The chair may put a motion that is not seconded and tacitly second it herself by saying "The motion is made and seconded". In debating a motion the floor should be given to alternate sides. Unless no one else desires to speak the same person should not have the floor twice.

**Nominations:** One rises to make a nomination and to second one in formal assemblies. When two or more persons are nominated, they are voted for separately in the order named. A nomination should be seconded.

**Nominating Committee:** A committee appointed at election time to ascertain the choice of the majority and to present a ticket. Nomination blanks are sent to each member who should fill in the blanks with

the names of preferred candidates. Each blank must be signed (or identified); otherwise it will be treated as anonymous. The committee prepares a ticket from these papers. When the report is presented to the club, the chairman of the nominating committee reads the entire ticket. The presiding officer says, "You have heard the report of the nominating committee. What is your pleasure?" (or "What will you do with it?") A motion is then in order to "Proceed to the election of officers". See *Voting*.

**Officers:** The presiding officer is usually denominated the president, and the recording officer the secretary. There may be one or more vice-presidents, who act in the absence of the president. A corresponding as well as a recording secretary, a treasurer and an auditor or auditing committee are needed. All officers are members of the assembly (save in legislative bodies) and participate in the proceedings, save that the presiding officer does not usually engage in debate and votes only when the assembly is equally divided. Permanent officers are

elected in all cases by ballot, unless there is a unanimous choice for a vote by acclamation. A majority vote is necessary unless otherwise decided. Honorary officers are created by vote of the club and hold office subject to the will of the club. They have no privileges or duties and are usually exempt from fines and dues. See also *Committees* and *Voting*.

**Order of Business:** At regular meetings the order is as follows:

1. Call to order.
2. Roll call (often omitted, the Secretary noting absentees).
3. Reading of the Minutes.
4. Announcements by the President.
5. Statement of Treasurer.

Corresponding Secretary.

Chairmen of Standing  
Committees.

Chairmen of Special  
Committees.

6. Unfinished business.
7. New business.
8. Program.
9. Adjournment.

At annual meetings the following order is observed:

1. Call to order.
2. Reading of the Minutes.
3. Reports of Officers and Chairmen of Committees in turn.

President.

Vice-President.

Recording Secretary.

Corresponding Secretary.

Treasurer.

Auditor.

Standing Committees.

Special Committees.

Each report is voted upon after it is presented, except the Treasurer's, which is voted upon after the Auditor reports.

4. Unfinished business.
5. New business.
6. Election of officers.
7. Adjournment.

**Order or Orders of the Day:** Consideration of a subject or subjects on a certain day by order of the assembly. These are the privileged questions for that day. A

motion to "proceed to the orders of the day", means that the different matters must be read and acted upon in the order in which they stand. Orders of the day are Special and General. The regular order of business is General. The program adopted for the day or session is Special. If the orders of the day are not disposed of on the day designed for them, they fall and must be renewed for some other day, unless the assembly has made a rule providing that the orders for a particular day shall hold for every succeeding day until disposed of.

**Question:** A question must be moved, should (generally) be seconded and then put before the assembly by the presiding officer before it is open to debate. See *Motion*. To call for the "question" is unparliamentary, but it is an indication that the assembly is ready to vote on the question and may be recognized by the chair as such, but is not compelling.

**Questions of Order:** Questions arising as to a breach or violation of a rule or order of the assembly. They supersede further consideration of the subject out of which



they arise until the question of order is settled. They are decided by the presiding officer without debate or discussion. If the decision is not satisfactory, any member may object, which is called, *Appealing from the Decision of the Chair*. See *Decision of the Chair*.

**Quorum:** The necessary number of members to be present in order to transact business. This number may be fixed by the assembly itself. If no rule is established a quorum will be a majority of the members. This quorum possesses the powers of all. No business can be entered upon, nor does the presiding officer take the chair, until a quorum is present. A majority of the votes of the quorum present carries a proposition. Silence or inaction of members present does not stop consideration of the vote. See also *Voting*.

**Parliamentary Inquiry:** A request for information on any rule, form or business. It is in order when another member has the floor, when business or even a highly privileged question is before the assembly. The inquirer need not wait to be recognized be-

fore addressing the chair and adding, "I rise to a parliamentary inquiry". The presiding officer says: "Please state the inquiry", and then answers the inquiry at once. (Do not confuse this with *Point of Order*.)

**Pending:** Matters properly brought before the assembly but not yet carried, lost, laid on the table or otherwise disposed of, are pending.

**Plurality:** The highest of two or more numbers. See *Majority*.

**Point of Order:** An inquiry as to the violation of a rule of order, by-law or the constitution. It may be raised whatever business is before the assembly, or while a member has the floor. It requires no seconding and cannot be amended or debated. The presiding officer should decide the point at once. The form is, "I rise to a point of order". The chair requests the member to "State the point of order". (Do not confuse with *Parliamentary Inquiry*.)

**Postpone:** When motions to postpone and to amend are both before the meeting, the motion to postpone takes precedence.

**Postpone Indefinitely:** When a subject is before the assembly (principal motion), or a question relating to the rights and privileges of the assembly or individual members (question of privilege) and it is desired to put the matter aside for the session or season, a motion is in order to "postpone indefinitely". This is debatable and also opens to debate the question to be postponed. It should be seconded and cannot be amended. When a resolution and amendment are pending, the amendment must be voted upon before a motion may be made to postpone indefinitely.

**President or Presiding Officer:** In general, the President represents or stands for the club, declares its will and obeys its rules. She takes the chair and calls the meeting to order, announces business, receives and submits motions and propositions, announces the result of the vote, restrains members within the rules of order, enforces observations of order and decorum, authenticates by signature the acts, orders and proceedings of the club, informs the assembly on points of order or practice, and

when so directed appoints members to serve on committees. One stroke of her gavel calls the meeting to order. Three strokes calls an unruly meeting to order. The presiding officer may read sitting, but should rise to state a motion or put a question. She may not interrupt a member who is speaking, or cut off a speaker to whom she has given the floor (save when there is a time limit). When the president rises to speak, others who have risen should sit. If the president refuses to put a motion or leaves the meeting, the vice-president may put a motion properly made. In order to participate in the proceedings the president must leave the chair (which the vice-president may take until the president resumes it). When the vote is by ballot the president may vote as a member. The president is not ex-officio a member of any committee, except by special rule. The president speaks of the chair as "your president" (not "I"). See also *Executive Board*.

**Previous Question:** To stop debating or amending and to get a vote on the question

which is before the assembly one may "Move the previous question". This forces an immediate vote on the pending amendment, motion or resolution. It requires a two-thirds vote to carry. It should be seconded, cannot be amended or debated and cannot be moved while another member has the floor. The form is, "I move the previous question". It is stated: "The previous question has been moved and seconded; those in favor of closing the debate will say aye, contrary, no". Another form is, "It is moved and seconded that the debate shall now cease", or "Shall the main question now be put?"

**Principal Motion** (or Question): A motion introducing a subject. See *Main Motion*.

**Privileged Questions:** Motions or questions which the assembly has decided are of superior importance and thus are entitled to take precedence of all others, even the main question before the house. They are: motions to adjourn, motions relating to the rights or privileges of the assembly or of individual members and motions for the orders of the day.

**Pro Tem:** An officer appointed to serve for the time (pro tempore) should be so designated (chairman pro tem, etc.). In the organization of a club, temporary officers retain their places until the close of the meeting, altho permanent officers have been elected.

**Reading of Papers:** When a question is before an assembly the members have a right to call for the reading of the paper or papers relative to the matter before voting. When called for, the paper is read by the secretary under the direction of the presiding officer, who must judge whether this is a real request for information or a ruse to take up the time of the assembly.

**Recognition by the Chair:** The presiding officer recognizes a would-be speaker by calling the name, bowing or otherwise designating the member. One who desires the floor must rise and address the presiding officer by title.

**Recommit:** See *Commitment*.

**Reconsider:** In changing an action already taken, the course is to reconsider. It must be moved by a member who voted

on the prevailing or winning side (except when the voting is by ballot). It can be seconded by any member. To reconsider needs only a majority vote. A motion to reconsider is debatable when the question itself is debatable. After voting to reconsider, the question must be disposed of at the same or the next meeting. The assembly should have a rule to regulate the time, the manner and by whom a motion to reconsider may be made. The form is, "I move to reconsider the motion or question". (State the motion or question.)

**Recording Secretary:** This officer takes notes of all the proceedings and enters them on the minutes, makes a roll of the members, reads all papers which may be ordered read, calls the roll (noting those absent), authenticates by signature the acts, orders and proceedings, takes charge of the papers and documents of the club and presides in the absence of the president and vice-president (when the corresponding secretary takes the minutes). The recording secretary sits on the platform or near the

president, whom she may advise as to the business order. She stands while reading or calling the assembly to order. (Such standing gives her no right to the floor to make a motion, etc.) In formal assemblies she reads the written motion with name of mover and seconder; the chair then puts the motion. See also *Minutes*.

**Reports:** See *Committee Reports*.

**Rescind:** The withdrawal from a course of action already decided upon, when too late to reconsider, may be accomplished through a motion to rescind. Disapproval of an action may be included in a motion to rescind by including in the motion a vote to have it expunged from the minutes. A line is then drawn around or through the record in the minutes and across this is written "Expunged by order of the assembly (club or society)".

**Resolution:** A committee's report should generally close with a formal resolution covering all its recommendations. A resolution should be written, read and handed to the presiding officer or recording secretary. Adoption needs a majority vote of the mem-



bers voting, not of members present or the members of the society. The form is, "I move to agree to the resolution". See *Committee Reports*.

**Right to the Floor:** After rising and obtaining recognition from the chair a member cannot be cut off, cannot be interrupted by a motion to adjourn, by orders of the day, or by any privileged motion. Only by a call to order can she be interrupted and after that is decided she may still be heard. When a member gives up the floor to another she loses it.

**Rotation in Office:** A compulsory change of officers every few years, or after a stated time, thus giving other members a chance of holding office.

**Rules of Order:** Resolutions of a permanent nature which have some bearing on the conduct of the club and its meetings (such as fines for tardiness, punctuality in calling meetings to order, etc.).

**Secondary Motions:** See *Subsidiary Motions*.

**Seconding a Motion:** This is not imperative or legally necessary, but is advisable

in order to show that there is a backing for the proposition or nomination. A nomination or motion may be put to vote without a seconding, but it is unusual in practice save in formal legislative bodies. See *Motion*.

**Session:** The session of a club is the period over which its business meetings extend. Clubs meet usually from fall to spring. Annual meetings should be arranged by the constitution to terminate the session. See also *Meetings*.

**Silence:** On a vote, silence gives consent. See *Voting*.

**Speaking:** See *Debate*.

**Standing Committee:** See *Committee*.

**Standing Rules:** See *Rules of Order*.

**Subsidiary Motions or Questions:** Those which relate to a main or principal motion and are made use of to enable the assembly to dispose of them in the quickest and best way. They are the following: to Lay on the Table, the Previous Question, Postpone to a Certain Time, to Postpone Indefinitely, Commitment and Amendment. With few exceptions they cannot be applied to each

other, but only to the main motion. The exceptions are: motions to Postpone, Commit or Amend (except to amend a Previous Question). Principal and Subsidiary motions cannot be stated together as it is unparliamentary to deprive members of the right to debate on a Principal motion.

**Suspension of Rule:** When an existing rule blocks consideration of a contemplated motion or proceeding, it may be suspended or dispensed with by a motion to suspend the rule. It should be carried by a two-thirds, or three-fourths vote in order to get a good sized majority vote, or it may be done by general consent.

**Take from the Table:** A question laid on the table cannot be considered by an assembly at the same session unless taken from the table. This can be done at the same session at any time when no other business is before the assembly. Motion to take from the table should be seconded. It cannot be amended or debated and needs a majority vote. The vote to take from the table when carried cannot be reconsidered, but the question may again be laid

on the table. The vote when lost may be reconsidered.

**Treasurer:** This officer takes charge of the money of the club, collects and holds the fees and dues and dispenses them as directed, presents statements at business meetings and renders a yearly report which must be submitted to the auditor or auditing committee. Bills should be approved by the president before they are paid by the treasurer.

**Undebatable Questions:** Those opening the main question to debate. The following motions or questions are not debatable: to Adjourn, to Rise in Committee of the Whole, Orders of the Day, Suspension of the Rules, an Appeal (unless the chair throws it open for debate), an objection to Consideration of the Question, to Lay on the Table, to Take from the Table, the Previous Question, to Reconsider a question which is itself undebatable, the Reading of Papers, the Withdrawal of a motion, to Fix the Time to which the assembly shall adjourn (if made when no other motion is before the assembly).

**Unfinished Business:** Business remaining unfinished at the last business meeting of the season may be introduced as new business at the first business meeting of the next season.

**Vice President:** The president's assistant or substitute in carrying on the work of the club. She takes the chair in the absence of the president.

**Voting:** The popular method is by yeas and nays, also known as ayes and noes, viva voce or acclamation. Other methods are by ballot, by division (affirmatives going to the right, the negatives to the left), by standing, by silent assent—all who do not take the trouble to oppose are supposed to be in favor. Silence gives consent and is acquiescent with the majority vote. In small assemblies, votes may be counted by the chair. It is better for the chair to request the secretary to count and report to the chair. In large meetings the counting should be done by tellers appointed by the chair, the chair announcing the result. When the vote is in doubt, the chair may take the count by a different method (yeas

and nays or balloting can be ordered only by a majority vote). A member may change her vote at any time before the result is declared. During the same session a vote may be reconsidered. All elections should be by ballot. When the ticket of the nominating committee has been presented and the motion carried to "proceed to the election of officers", nominations from the floor are in order as each office is considered separately. The chair appoints a committee of two to count the votes. By a unanimous vote the whole ticket as prepared by the nominating committee may be accepted and the secretary empowered to cast the vote for the assembly. The committee should report the number of votes cast, the number necessary for election and state that the candidate "seems to be elected". In restating it the chair says, "The candidate is elected". The candidate receiving the lowest number of votes is mentioned first. The chair has a right to vote as a member, but usually does not do so except in case of a tie, when she may vote in the affirmative, thus carry-

ing a motion, or in the negative, thus defeating a motion, or her vote may make a tie, thus calling for a new vote. During the verification of a vote, debate on an amendment, or a motion to adjourn, are not in order. See also *Nominating Committee and Officers*.

**Withdrawal of a Motion:** A member who makes a motion may withdraw it by unanimous consent. If it has been seconded the seconder must also withdraw it. It need not be recorded on the minutes. See also *Motion*.

**Yield the Floor:** A member who voluntarily yields the floor to another, loses it. See also *Right to the Floor* and *Recognition by the Chair*.

**Yeas and Nays:** The technical expression of the vote by Yes and No or Ayes and Noes.

## VI

### HOW AND WHERE TO GET HELP

#### I. The Library

If you have a library in your town, it should work with you and for you. Traveling libraries are supported by many women's clubs and also by many states. Make demands upon these libraries. If they do not respond practically to your requests, they are behind the times.

There are Library Commissions in many states. A letter addressed to the State Library will bring information as to this commission and what the libraries of the state can do for the student. Many states pay special attention to this work and send cases of books for the season to clubs, on condition that the club pay the expressage for the same. They also lend pictures and lantern slides. The library organizer or secretary will make out lists of books and advise you as to programs. If your home



library does not come up to your needs, suggest that the librarian consult the state organizer for help in collecting and arranging material for club work and for making the library efficient. See your library trustees about this.

It is the library commission's business to start libraries and to help in any way. This is done without charge. It should be the business of club women to see that the library of their town or village is doing good work, since these women should be intelligent users of the same. Make your librarian realize that you must get more, or as much as possible, from the library and so stimulate her to do her best. If your library is a small one, make it possible for the librarian to visit other institutions where the best work is done. Take turns helping her at the library. The inter-library loan system makes it possible for libraries to help each other. Suggest that she ask other libraries for advice about club work. Give her warning well ahead of time that you expect material on certain topics and ask her to be prepared for

you. Suggest that she apply to the state library, or other libraries, for books to keep on her shelves during your club season.

In short, get your home library to realize that you expect it to work for you. By so doing you will not only help your own cause, but also promote greater efficiency in the library itself. If it is asleep you will waken it. If inefficient, you should take a hand in stirring things up. Your library, your club and you yourselves will feel the benefit. Another point: get other clubs to exchange programs with you and form a reciprocity bureau. Do not hesitate to make demands on your state federation for speakers. An appeal to the reference library of any large city will bring information about the officers of the state organization. If you have no local or traveling library ask assistance from any large library in the country.

## **II. Books and Courses of Study**

For program planning, take any well recommended book on the subject you have chosen and plan the program from the

author's chapter headings, since the writer has undoubtedly given much thought to the arrangement and development of his topic. J. M. Robertson's *Courses of Study* is full of suggestions for topics and plans. Also *What Books to Read and How to Read*, by David Pryde (newly edited by Francis W. Halsey). Colleges and Universities issue syllabi of courses and lectures, especially those that undertake University Extension work. The American Society for the Extension of University Teaching (111 South 15th Street, Philadelphia) issues syllabi which present excellent plans and lists of books on an infinite variety of topics. The University of the State of New York, Home Education Department, Albany, N. Y., issues numbered bulletins on different subjects.

The Wisconsin Library Commission (Madison, Wis.) issues booklets covering many interesting topics.

*Best Books and Reader's Guide to Contemporary Literature*, by W. S. Sonnenschein are arranged under subject and have valuable explanatory notes.

Poole's Index to Periodical Literature, the Reader's Guide to Periodical Literature, The Annual Library Index (now The American Library Annual) are priceless aids to club work as they index the current magazines and books up to the current month.

Clark University (Worcester, Mass.) issues a List on Social Questions.

Social Forces, an outline published by the Wisconsin Woman's Suffrage Association.

Social Questions of Today is a list compiled by the Public Library of Newark, New Jersey, and published by the Special Libraries Association, 93 Broad Street, Boston.

A List of Books for Girls and Women and their Clubs, by A. H. Leypoldt and George Iles, is a valuable little book.

Pros and Cons, by Asa H. Craig, contains debates fully discussed with by-laws and parliamentary rules for conducting debate.

Pros and Cons, by J. B. Askew, gives both sides on a number of important topics.

Hand-book for Literary and Debating Societies, by L. M. Gibson.

Intercollegiate Debates, by P. M. Pearson  
(Volume II is by E. R. Nicholls).

References for Literary Workers, by  
Henry Matson.

Briefs for Debates on current political,  
economical and social topics by W. Dubois  
Brookings and R. C. Ringwalt.

Briefs on Public Questions, by R. C.  
Ringwalt (selected lists of references).

Guide to Reading in social, ethical and  
allied subjects by teachers in Harvard Uni-  
versity.

Guide to the Best Historical Novels and  
Tales, by Jonathan Nield.

Guide to British Historical Fiction, by  
J. A. Buckley.

History in Fiction, by E. A. Baker.

Descriptive Catalog of Historical Novels  
and Tales, by H. C. Bowen.

Readers Guide to Irish Fiction, by S. J.  
Brown.

The Library and Social Movements, a  
list of material obtainable free or at small  
expense may be had from the publishing  
board of the American Library Association,  
78 East Washington Street, Chicago.

Government Publications is a list published weekly by M. E. Greathouse, 510 Twelfth Street, Washington, D. C.

### **III. Information and Material on Special Subjects**

The Survey, published at 105 East 22nd Street, New York City.

The Consumers League (National), 105 East 22nd Street, New York City.

The League for Social Service, 105 East 22nd Street, New York City.

Russell Sage Foundation, 105 East 22nd Street, New York City.

The National Conservation Association. Address Secretary, Colonial Building, Washington, D. C.

The Drama League of America. Leagues are formed in many cities. The address of the secretary of the Brooklyn League is Miss Mary Shea, 278 Jefferson Ave.

The Municipal Reference Bureau, Wisconsin University, Madison, Wisconsin.

The Bureau of Municipal Research, 261 Broadway, New York City.

Special Libraries Association, 93 Broad Street, Boston.

A List of Organizations for Civic Betterment has been compiled by A. W. MacDougall, Secretary of the Bureau of Charities of Newark, New Jersey.

The Efficiency Society has its headquarters at 41 Park Row, New York City.

#### **IV. Information about Clubs and Club Work**

The History of the Club Movement in America, by Mrs. Jane C. Croly ("Jennie June"), gives the origin, history and other information of the American clubs and tells interesting stories of the leading club women in the country.

A Report of Clubs and their Study is issued by the Home Education Department of the University of the State of New York (Albany).

*The Ladies' Home Journal* contains a department for club work under the auspices of the General Federation of Women's Clubs.

*The Woman's Home Companion* also has such a column. Both these periodicals state that they welcome queries and will give assistance to clubs or individuals.

The Official Register and Directory of Women's Clubs is edited and published by Mrs. Helen M. Winslow at Shirley, Mass. (\$1.50). It is a year-book of officers, city clubs and state federations. It contains also a list of lecturers and entertainers classified according to subject.

The General Federation of Women's Clubs maintains a Bureau of Information which is in charge of Mrs. Mary I. Wood, Congress Block, Portsmouth, New Hampshire. There is a Reciprocity Bureau in connection with this office for the exchange of programs.

The Book Order Bureau of Chicago is in charge of Kate F. McQuigg, 1018 North State Street, Chicago, Ill. It gives expert advice and assistance in club work. Lists of books are supplied on any subject and papers written.

*The Club Woman* is published at 500 Fifth Avenue, New York City.



Official Register of Women's Clubs, the City of Chicago and Suburbs, H. H. De Clerque, 701 Schiller Building, Chicago, Ill.

The Woman's Club, Mrs. H. (M) Miller.

Attitude of Women's Clubs and Associations towards Social Economics, by E. M. Henrotin. Issued by superintendent of documents, Washington, D. C. (10 cents).

Directory of public educational work by 156 educational associations and committees from June, 1905, to March, 1907, edited by Dora Keene.

Woman's Club Work and Programs, by Mrs. C. B. Burrell.

Outlines for Club Study, by H. M. Winslow.

Club Women of New York, published annually (\$3.00), I. B. Roberts, 289 4th Avenue, New York City.

Woman's Work and Organizations, published by the American Academy.

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### BOOK LISTS

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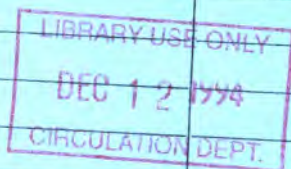
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